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AN ANALYSIS OF
COACH-ATHLETE RELATIONSHIPS

by

Roy P. Holman

B.P.E., University of Calgary, 1971

Presented in partial fulfillment of the requirements

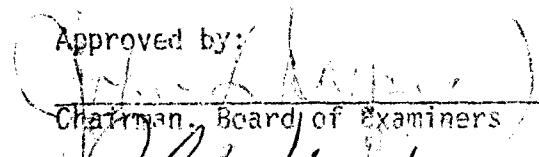
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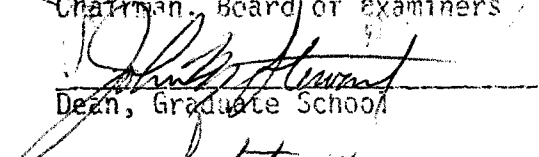
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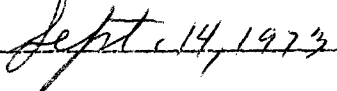
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CHAPTER I

Introduction.

The areas of Psychology of Sport and Psychology of Coaching are fairly new fields of endeavor. The need for such a field of study is very apparent when one considers the problems and conflicts occurring in the athletic and sports world at the present time. Coaches, realizing the need for a better understanding of the dynamics of coach-athlete relationships, are beginning to emphasize the increasing importance of the psychological aspects of coaching and therefore are starting to deal more with the psychological needs of the athlete as well as with their physiological needs.

The modern coach is constantly trying to better understand his athletes so that he may effectively motivate them to achieve more desirable performances. An understanding of the literature which has been written concerning the psychological aspects of coaching would definitely be an aid to the interested coach. There is not an abundance of such literature but some of the more recent and informative works include: Psychology of Coaching by Dr. Thomas Tutko and Jack W. Richards; Problem Athletes and How to Handle Them, by Drs. Thomas Tutko and Bruce Ogilvie; and Coaching, Athletics, and Psychology by Dr. Robert Singer. These authors and their books are mentioned because they contain up-to-date material concerning the psychological dimensions of coaching and would, therefore, be of some assistance to coaches.

In dealing with attempts to motivate athletes and in changing their performances, the personality of the coach is of great importance. The coach may be able to work well with certain types of athletes and not so well with other types. He may like various personality traits in one athlete and may dislike other traits exhibited by another athlete. For example, a coach that believes strongly in conservatism may not be able to get along with an athlete that appears to be quite liberal. Accordingly, Tutko and Ogilvie have stated:

"We have found that there is no successful program or technique that can be applied to modify the behavior of athletes that does not take into account the personality of the coach. Every human has his own personal, psychological "blindspot". There are just some individuals that others, like coaches, cannot read because of certain perceptual limitations. Coaches develop preferences for certain types of individuals based upon personal attitudes and feelings." (52:17).

The coach may try and hide his feelings concerning characteristics of an athlete he does not like. But in a pressure or tense situation his true feelings may manifest themselves. "There are bound to be problems of communication as a direct reflection of these unconscious attitudes." (52:17). Tutko and Ogilvie feel that deep negative attitudes toward any competitor are impossible to hide over an extended period of time.

In describing the personality of coaches, Tutko and Richards place coaches in five general categories. They are: (1) the Hard-Nosed or Authoritarian Coach, (2) the Nice-Guy Coach, (3) the Intense or Driven Coach, (4) the Easy-going Coach, and (5) the Business-like Coach. According to Tutko and Richards most coaches would fit into one of these categories. A description of each type of coach will be given so as to better picture the traits possessed by the individuals fitting into each category.

The hard-nosed, authoritarian coach is a hard-driving and energetic person who demands a certain response from his players and who constantly compels athletes to strive and achieve well-formulated goals. (72:17). Respect and admiration for this type of coach would depend upon his won-loss record, his own athletic prowess and whether or not his goals and objectives are in agreement with those of the athletes he coaches. Acceptance and appreciation of this individual becomes stronger with the passing of time. Experiences with him are looked upon as being very worthy. However, the authoritarian coach has certain limitations. For example, "his judgment is not always perfect - in strict and stubborn adherence to his personal code, he sometimes overlooks other possible solutions to individual or team problems." (72:17).

He does not analyze or examine the problem but, rather, relies upon "exhortation and stimulation." His approach may produce fantastic performances occasionally from the "keyed-up" athlete, but the athlete is likely to encounter his share of defeats and frustrations due to a deficiency in fundamental techniques or a lack of a careful analysis of the situation.

The authoritarian coach is best remembered for the types of punishment he uses to enforce his "hard-nosed" policies. He has his players run laps, do push-ups, take early showers, or even play against him in a competitive situation when they do not live up to his expectations.

Other traits the authoritarian coach possesses are as follows:

"[He] . . . believes strongly in discipline, usually uses punitive measures to enforce rules, rigid about schedules and plans, can be cruel and sadistic (often insulting), not usually a warm personality, very organized and well planned, does not like to get too close interpersonally, often religious and moralistic,

often bigoted and prejudiced, prefers weaker people as assistant coaches and uses threats to motivate." (72:18-21).

Advantages of being coached by an authoritarian coach may be: a more disciplined club, an aggressive and physically punishing team, a well-organized team, a team that is in better physical condition than other teams and good team spirit when the team is winning. Likewise, disadvantages of being coached by an authoritarian coach may be as follows: team could be prone to dissention when things go badly; sensitive athletes are unable to handle such treatment and usually drop out; players often dislike or fear the coach, and the team is often driven and tense when unnecessary. (72:22-25).

Tutko and Richards feel that the largest number of coaches falls within this personality type. They also feel that it is the type most emulated by beginning coaches, and the type generally seen by the public as being successful.

The nice-guy coach is the personality type that is the opposite of the authoritarian coach. This type of coach is deeply concerned about the welfare of his players, is well-liked by others and flexible in his approach with players. The expression of concern is more obvious in the nice-guy coach than it is in the hard-nosed coach. As a rule, this type of coach is popular with players and fans and is considered to be sociable. "His home is open to his players, and they are welcome in it. He sponsors activities, is directly involved in many ways with student affairs, and finds genuine pleasure in the association." (72:25). Other noteworthy characteristics of the nice-guy coach are: he is a person with whom most players can feel at ease and is considerate of others. The personal well-being of each player is a major consideration with this

coach. He uses positive means to motivate athletes. He deploys positive methods of reinforcement rather than criticism and threats to achieve his ends. Moreover, according to Tutko and Richards :

"He is generous with his compliments and tactful in expressing his criticism. The nice-guy sees the value of flexibility and makes allowances for deviations in the normal schedule of events. He remains open-minded and sees the value in other systems and styles of play."
(72:26).

Advantages of being coached by a "nice-guy" coach may be as follows: good team cohesiveness, athletes produce beyond that expected of them; the team is usually relaxed and problem athletes are handled more effectively. Disadvantages of a nice-guy coach are that: he is often seen as being weak; he doesn't deal with con men athletes properly - the con man shows respect for the superior power only, and he may frighten socially-inhibited athletes. If he tries to become friendly with them, they will withdraw.

The intense or "driven" coach is similar in many ways to the hard-nosed coach in that he is much the same in his emphasis on discipline, in his strength of will, and in his aggressiveness. However, there are several marked differences. The main difference is that he is less punitive and more emotional. "He rather seriously lacks composure, which is in contrast to the tough, but comparatively quiet authoritarian."
(72:29).

Additional characteristics of the intense or driven coach are: he is frequently worried and never content with the present situation. He gets irritated by details and overemphasizes or dramatizes situations. He is the towel-chewer, the screamer, the umpire-baiter, the truly involved "do-or-die" competitor. He is so directly involved that everything is

personal. He will spend endless hours on materials and always has complete knowledge of the game. Moreover, he is always pushing himself and never satisfied with his accomplishments. He motivates players by his own example and would not ask his players to do anything that he is not willing to do himself.

Advantages of being coached by an intense or "driven" coach may be as follows: the team is usually "up" for a contest; the team is supported by him when it works hard; the coach is a harder worker than the athlete, proving his commitment to a cause. Since there is never any question on the part of the athlete as to the coach's dedication, it is easier for the athlete to adopt the same commitment. Disadvantages of the intense coach are: he may frighten some athletes by being too demanding; he may dislike an athlete who appears lazy; depression-prone players are not handled well; his demands may be unrealistic, team members would often be ashamed of his emotional displays and the team may burn out before the end of the season or before crucial games.

The "easy-going" coach is exactly the opposite of the driven coach. "This coach appears to be suffering from no pressures whatsoever. To him, the whole affair is just a game - an interesting game - and one he enjoys winning--but nevertheless a game." (72:33).

The easy-going coach is relaxed, passively involved, and slightly detached from his players. He does not get rattled easily and thereby deals with problems calmly and without emotion. He does not like rigid schedules and would rather have things more open, thus enabling him to act as his mood desires. Because he gives the impression that everything is under control, many people are likely to get the idea that this type of coach is actually lazy and careless about his professional duties.

Benefits derived from being coached by the easy-going coach may be that there is little pressure within the team and little griping by the team about hard work. Things are more easily picked up by the team and questioned more because of the relaxed atmosphere and there is a greater feeling of independence from the coach.

Disadvantages connected with the easy-going coach are that:

"...he is often seen as inadequate; he is seen as being a playboy - not interested in sports; often the team is not in top physical condition due to lack of hard work, the likelihood of panic under stress is a strong possibility under the easy-going coach and at times the coach is seen as uncaring." (72:35).

The business-like coach far surpasses the other types of coaches in techniques and ability to acquire new information. He approaches the sport in a calculating manner and is very well organized. He is very systematical and logical in his approach and relations with players are most likely to be business-like. With him, the most important thing is results. Players find that it is not easy to become close to him because the job gets in the way. He is orderly, precise, and concerned with strategic advantages and usually quite sharp intellectually. His major concern is on out-thinking the opponent. He is open to new ideas and methods.

Advantages of being coached by a business-like coach are: the team is usually up-to-date on new techniques, a sound and organized strategy for success is developed and athlete's doubts are dispelled and confidence developed through intelligent organization. Disadvantages that may occur as a result of the business-like coach are: a feeling of unimportance by the players, loss of some individuality and identity, and a lack of team spirit. Moreover, there may be little concern for others

on the team and players do not often get "up" for a contest. A careless or carefree athlete may be uncomfortable under a business-like coach and may drop out if unable to adjust to the conviction to organization.

Athletes who need emotional motivation are missed in this systematic and intellectual atmosphere of organization. They need to do more than just outsmart their opponent.

The preceding discussion on the various types of coaches was included not only to indicate that there are different types of coaches, but also to demonstrate the numerous characteristics that a particular type of coach may possess. A coach may in fact state that he does practice many different characteristics when in actuality he does not. The people that know what a coach is like and what characteristics coaches possess are athletes.

Tutko and Ogilvie have stated that coaches learn to adjust to the negative attributes of athletes and in turn each athlete has to learn to adapt to his coach in order to achieve desired goals.

Statement of the Problem.

Coaches' perception of themselves are often quite different from the athletes' perception of their coach. In conducting this study, the author was looking for any discrepancies or consistencies between coaches' self-perception and the athletes' perception of their coach. Also noted was the discrepancies and consistencies of perceptions starters and substitutes had of the coach. Furthermore, the study allowed for comparison of perceptions held by American freshmen athletes, American varsity athletes and Canadian varsity athletes.

Purpose of the Study.

There is a dearth of information concerning the athletes' views on coaching or coach-athlete relationships. The literature that has been written on these topics has been done from the coaches' views. In the changing world of athletics, it is becoming more and more evident that athletes' opinions are beginning to carry more weight. People such as Jack Scott, Harry Edwards, and Dave Meggessey, to name a few, are making known the conflicts and injustices that exist in the field of athletics. Many of these conflicts can be said to stem from the uneasy relationships that often exist between an athlete and a coach. This type of relationship can often cause an athlete to perform below his potential, to have a bad effect on his teammates, to direct bad publicity toward his coach, to drop off or quit the team and to even drop out of school.

The literature in the field of Sports Psychology deals with problems such as motivation, communication, discipline, team cohesion, teaching techniques, respect, girlfriends, parents, minority groups, public relations and many others. This is all very worthwhile and serves a definite purpose but it is now time to re-evaluate views regarding these various areas of concern from the athlete's viewpoint as well as from the coach's viewpoint. By doing so, and making the results known, the coach (and also the athlete) will be able to see the opinions involved in all the various issues and will be able to react accordingly. Granted, in the past the coach may have asked his athletes' thoughts on certain subjects, but the athletes' answers may have not been what he actually felt for fear of criticizing the coach. By isolating the athlete from his coach and his teammates, it was hoped that his true thoughts and feelings concerning many issues will be expressed.

The purpose of the study was to assess and compare the attitudes of athletes and coaches, in one Canadian university with those of athletes and coaches, in one American university concerning: aspects of coaching, discipline, outside activities, dating, grooming, motivation and communication. Also, the study compared the athletes' perceptions of the category of coach their coach would fit into and the types of athlete he would handle best. The athletes' perceptions were then compared with the coach's self-perception on these same areas.

Limitations of the Study.

This study definitely has certain limitations. First of all, it is relevant to the coach-athlete relationship only in the sport of basketball. That is not to say that it could not be adapted to another sport. But if it were, the procedure and results might be quite different. Second, this study is limited to athletes enrolled in one Canadian and one American university. Also, because of the nature of the study and the time factor involved, it was impossible to interview every member of each team participating in the study. Therefore, the opinions of all athletes on a team are lacking. The athletes interviewed were not chosen by any particular selection process. The author obtained player lists for the teams involved in the study and arranged interviews with as many athletes as he managed to contact.

Finally, the author's expertise at indepth interviewing may be considered to be a possible limitation of the study. The author attempted to educate himself in the methods of interviewing through a great deal of reading into the literature on the subject. Interviewing: Strategy, Techniques and Tactics, a book by Raymond Gordon was especially helpful

in this regard. The author was concerned with learning: how to effectively present a question to the subject; how to probe to obtain the subject's true feelings and how to increase the subject's readiness to answer a question.

In developing an informed empathy, the author tried to better understand the attitudes of the subjects on the areas asked during the interview. This was done by means of detailed reading into the areas of aspects of coaching: discipline, dating, grooming, outside activities, motivation, and communication. Also, the author felt that his experience as a college basketball player as well as knowledge gleaned from courses in sociology would aid in the development of an informed empathy concerning coach-athlete relationships.

CHAPTER II

METHOD AND PROCEDURES

Subjects.

Four coaches and thirty-one athletes were the subjects involved in this study. The head coach and assistant coach and fourteen varsity basketball players were interviewed from one Canadian university. The head coach and nine varsity basketball players and the freshman coach and eight freshman members were interviewed from one American university.

Data Collection.

Collection of data for this study was based on indepth interviewing. This method of research is concerned with three main areas: empathy, participation and observation. "Interviewing, unlike any of the basic methods in the physical sciences, depends upon an empathetic relationship between the observer and the observed." (20:353). One of the advantages the social sciences have over the physical sciences is the fact that under certain conditions the human observer may successfully empathize with the object of his observation. The study of human behavior not only depends upon, but also can help, develop empathy. Therefore, one assumes a complimentary rather than an "antithetical" relationship between empathy as a common human characteristic and social science as a specialized, abstract, objective analysis of human behavior. "Qualitatively valid observations must always precede any quantitative observation or analysis." (20:354).

The assumptions may seem to have little connection with learning

to interview. Actually, these ideas regarding the relationship between human empathy, social science, and the general welfare of society have been some of the silent assumptions underlying this particular approach to interviewing. Instead of perceiving empathy and objectivity as antithetical, one sees the problem as being that of developing an "informed empathy" that gives the observer of human phenomena an advantage over, for example, the psychologist studying the motivation of rats.

The basic tasks of the interviewer include: accurately communicating the question to the subject, maximizing the subject's ability and willingness to answer the question; listening actively to determine what is relevant, and probing to increase the validity, clarity and completeness of the responses. All of the strategies, techniques, and tactics of interviewing must contribute in some way to accomplishing these central tasks.

Each subject was interviewed from thirty minutes to one hour. Occasionally an interview would last more than an hour, but the majority of interviews ran approximately forty minutes.

During the interviews, the discussion was centered around the following major areas: aspects of coaching, discipline, outside activities, grooming, motivation and communication. At the beginning of every interview each subject was handed a sheet of paper with Tutko's and Richard's five categories of coaches briefly described. Upon completion of reading this description they were then asked to categorize their coach into one of the categories. Where the subject was a coach, he was asked to place himself into one of the categories.

Each interview was as identical as possible. The questions asked the coaches varied only slightly from the questions asked the athletes. The results and interpretations of this study may be used to formulate hypotheses connected with the coach-athlete relationships as well as hypotheses concerning American and Canadian attitudes towards certain aspects of coaching.

Development of Interview Instrument.

The questions directed towards the subjects in this study (Appendix I and II) were obtained following an extensive review of the literature concerning the psychology of coaching, psychology of sport and sociology of sport. The books that proved to be of the greatest assistance in arriving at questions to be used in the interviews were: Psychology of Coaching by Dr. Thomas Tutko and Jack W. Richards, and Problem Athletes and How to Handle Them by Drs. Thomas Tutko and Bruce Ogilvie. These works had considerable information concerning the following areas: personality of the coach; coach's knowledge of the sport; favoritism, coach's conduct, discipline, outside activities, grooming, dating, motivation and communication. The thoughts that these authors mentioned concerning the above areas were very helpful in the formulation of the questions used in the interviews.

It should be noted that the wording of many of the questions was paraphrased from statements made by Tutko and Richards in describing their five categories of coaches.

CHAPTER III

ANALYSIS OF DATA

General Aspects of Coaches

Personality of the Coach.

A coach's philosophy will reflect his attitude toward the factors connected with the coaching of his sport. His actions, his treatment of players, and his approach to the problems are determined by the value he places upon such factors as winning or losing, friendship of colleagues, respect of players, conservatism or liberalism.

The very nature of athletics requires the coach to consider the team as a whole and to consider individual problems as well. A coach must be perceptive of and responsive to individual needs. One of the qualities of a coach is to act as a counselor, a psychologist and possibly most important of all a friend when needed.

A study reported by Wotruba & Golden in 1968 indicates " . . . that the coach who is functioning at a high level on the empathic, positive regard, concreteness, and genuineness scales, is the one who is developing the 'true' champion provided the athlete is willing to listen and learn." (78:23).

Furthermore, they assert that " . . . that athlete is not willing to learn unless the coach provides him with the right atmosphere and feeling that he really cares about him as a person." (78:23).

Tutko, Richards, Ogilvie and Singer are but a few who have mentioned the importance of a coach knowing his athletes as individuals so as to better aid them in their development. The impression the athletes have of their coach is also of great importance. As Singer states: "The many hours which the coach spends with the athlete suggest the potential influence which he may have on the athlete's development. The athlete's development may very well be affected by his feelings toward the coach - e.g. respect, admiration, fear, dissociation. A person's frame of reference, or how something or somebody appears to him, is affected by his perceptions, and in turn affects what he learns." (65:351).

To further demonstrate the value of recognizing a player as an individual the following was taken from the Tutko and Richards: "Some coaches actually look down on their athletes or regard them as naive and in need of being governed totally. The coach exercises complete control over them. The better philosophy suggests that the players are individuals in their own right, and to bring out potential talent, they need to be understood and handled in terms of their own needs." (72:5)

Tutko and Richards feel that the first philosophy might produce a winning team but in so doing it will also exclude many potentially productive athletes. They assert that the latter philosophy will result in a larger number of winners because it allows for the development of several different personality types by using as "the frame of reference the individual player rather than the coach."

The first question asked the coach subjects and athlete subjects was: "Do you think the coach should take the time to become acquainted with his players?"

A response that accurately describes the feelings of the four coaches interviewed was given by the Assistant Varsity basketball coach at the Canadian University. It was as follows:

"That's a loaded question. After all, coaching is human relations personified, particularly at the college level. Here it is a problem of managing men. There is a fine line where coaches shouldn't associate with some of the players and be one of the boys. It tends to lead to a loss of respect. But I do think a coach should get to know his players."

The athletes' responses were much the same as that of the coaches'. They mentioned quite frequently a fine line has to be drawn that a coach should strive to reach. This line separates the coach from having a "buddy-buddy" type relationship with his athletes and should also prevent him from being totally aloof from his players. Canadian and American athletes both felt that the coach should maintain a relationship with his players. It should be the type of relationship where the players have respect for the coach.

A reply that was typical of the Canadian athletes' feelings was:

"I do. I think it is very hard. . . it is kind of like a job - you'll work a lot harder for a boss you have a good relationship with. I don't know how to accomplish that relationship, but it is important to have a good rapport, respect or something - it doesn't have to be respect - maybe mutual admiration or something like that."

A response that appropriately expressed the feelings of the American athletes was:

"Definitely. I think the most important thing an athlete should have for a coach is respect. And if the coach gets too close you get too familiar with him and possibly develop contempt for him. But I don't think he can stand off and be aloof and get that respect - at least not from me."

Coaching success, like that of almost any business venture, will be affected by personality. It is extremely important for a coach to know himself, his good points, bad points, strengths, and weaknesses. He should be able to see himself as others see him. His awareness of the personal qualities that aid or hinder his work is not enough.

"The will to work toward a better personality is required of those who realize that a change is necessary. A sincere change in attitudes is called for if a coach is to bring about improved personality." (44:35).

Much too often a team is selected by talent alone. Very little consideration is given to the personalities that the athletes may possess. This is definitely a fault that should be corrected. There is often a clash of personalities amongst teammates as well as between the coach and certain athletes. These conflicts could be avoided if the coach took the athletes' personalities into account when forming the squad. As Singer has stated:

"Perhaps some day the coach will select athletes not only according to demonstrated skills and physical characteristics, but according to personality traits as well. If two players have similar ability, the deciding factor may be the presence in one of them of a desirable combination of personality traits known to be associated with success in a given sport." (65:84).

Because most coaches rely upon a philosophy that has taken years to develop, or because they simply imitate the coaches who have trained them, they are reluctant to change. To start to consider the personality of their athletes and make adjustments accordingly would be too great a change for many coaches to make. Tutko and Richards have very effectively described this dilemma:

"If a coach were given the opportunity to go out on the field and select from the talent the particular personality type that fits his concept of a winner, the athlete would probably be a champion. Ordinarily, the coach is not in that position. He does not have the luxury of selecting players who are totally desirable or perfect, as he sees the situation. The players must adjust to the coach, of course, but it is a reciprocal agreement. The coach must also adjust to some degree to be able to understand the players . . . Certain types of handling will account for the loss of some players. By the same token, the same handling technique may be responsible for the realization of the full potential of another athlete." (72:6).

The question - "Should a coach adjust to the players' personalities?" was asked of the subjects. The coaches were in agreement that they should adjust to the players' personalities. They believed that it should be a 50-50 adjustment on the part of coach and and player. A response that was typical of the coaches' feelings is one given by the head coach of the Canadian university basketball team. "It should possibly be a mutual thing. Once we can assess the personalities of the individuals then maybe we'll adjust. We'll deal with personalities on the team not sacrificing for the detriment of the team. To try to get more out of a player we'll try to adjust to his personality."

The Canadian athletes and American athletes both agreed that the coach should adjust to the players' personalities to some extent. They felt that a coach should be prepared to bend and accommodate players' personalities but not to the point where players dictate philosophy on their own style of play. In other words, a coach should adjust but not to where he is changing his style of coaching. A typical reply from a Canadian athlete was:

"He pretty well has to. A lot of players can't take the amount of pressure others can and if the coach comes down hard on them they can break

and it really bothers them. On our team it happened this year."

A response typical of the American athlete was:

"I don't know. I think a good thing is to be consistent with all players but then there are situations where some guys may be able to thrive on criticism and 'dare-type' situations where others can't thrive on that at all and get completely destroyed. He might have to praise them. He has to bend a little bit according to each player to get the best out of them."

There was one reply given by an American athlete that was very atypical of the responses given by all other athletes and coaches. It was as follows: "No. The players should adjust. The coach is the guy running the show. Our coach bends for the first 5 or 7 players but after that . . ."

"One role deemed important by many interested in the personality make-up of the coach is that of teacher. John Wooden of U.C.L.A. and many others have suggested that good coaching is similar to good teaching at all levels, inside and outside classrooms." (12:13).

This assertion by Cratty definitely suggests that effective teaching may indeed lead to good coaching. He goes on to state that the ideal coach will be an individual who "exudes energy, is reasonably aggressive, and who is clear in his explanations." The degree of warmth versus coldness exhibited by a coach is likely to have a different effect upon various personalities on his team.

It can be logically proposed then that the coach who is a poor teacher may possibly be a poor coach. If the coach does not have the respect of his players and is an ineffective teacher, he will be in an undesirable state that will be very hard to overcome. Singer has asserted:

"If the athlete . . . does not respect the coach . . . or agree with what is being taught, these

negative attitudes will suppress learning effectiveness. Many times a person thinks he knows how a skill should be performed, and if he is set in his attitude, his unwillingness to accept a new learning approach will be evidenced in his lack of progress. Perhaps even more serious is the situation whereby the coach . . . is not respected either as a person or for his seeming lack of knowledge and poor teaching ability. The barrier formed between learner and teacher will be difficult to overcome and certainly will not represent a favorable learning situation." (64:316).

The barrier formed between the coach and the player (teacher and learner) may often be due to the teaching methods employed. A method used a great deal that is often detrimental to the coach-athlete relationship is that of negative reinforcement. If negative reinforcement takes the form of punishment then it may develop fear in the players. The source of fear may become hated. This use of punishment can lead also to a loss of respect for the coach especially if it is increased because the team is losing and does not improve with additional negative reinforcement.

"If complimentary means (positive reinforcement) are used, the person's feelings about himself are enhanced, and a much longer-lasting closeness and identification with other players is developed. In essence, the coach gets more from the athlete in the long run by supporting him than he would by punishing him." (72:8).

Most coaches attempt to use a combination of positive and negative reinforcement. But in most cases, they punish more than they reward. Some coaches feel that they use a combination, when in fact they do not openly voice their positive feelings. "They do not compliment the athlete because 'if the athlete has done well, he doesn't need a compliment - he knows he has done well.' They believe that it is not necessary to compliment the obvious. The athlete, however, has no way of knowing what the

the coach is thinking. He is only aware of the coach's criticism." (72:9).

Tutko and Richards feel that it is essential that there be an equal balance between the use of positive and negative reinforcement. The athlete remembers the criticisms directed at him more than the compliments extended to him by the coach. Reasons for this may stem from the fact that the coach usually raises his voice in irritation when he criticizes and when complimenting, usually a simple remark such as a "nice play" is given in more of a normal tone of voice.

The query: "Does your coach use punitive measures?" was directed to the subjects. The Canadian coaches both said that they did not use punitive measures. Ten of the Canadian athletes agreed and stated that their coaches didn't use punishment to any great extent. However, the remaining four athletes said that their coach would bench players in the way of punishment for a poor performance. A typical response along this line was:

"He does use punitive measures, but the player doesn't really know when this happens. The player does something that doesn't please the coach and he won't say anything to the player. The player just won't play the next game and nothing will have been said to him."

The American coaches stated that they did not use punitive measures and the American athletes concurred with those judgments. A typical reply given by an American athlete was: "Very, very seldom. In college athletics that is outdated."

The question, "Does your coach use criticism often?" was then asked. The Canadian coaches both admitted to using criticisms. An example of one of the replies was:

"Probably I do and that is one of the things I became more and more conscious of as I matured

as a coach. There is a time to criticize but it should be constructive."

All the Canadian athletes, excepting one, agreed that their coach used criticism often. The Canadian athletes seemed to believe that it was constructive most of the time and that he meant well by using it. One athlete stated:

"Yes, he does. About eighty percent of the time it is constructive criticism and twenty percent of the time he can really get on a guy's back."

The one reply that was quite different from the other athletes is stated below:

"He tends to keep it to himself. If the player isn't doing what he wants, he doesn't criticize him that much; he just doesn't play that guy. That player is then in his bad books and has a rough time for the rest of the year."

The American coaches also stated that they criticize often. One coach stated:

"I will criticize far more than I will compliment. Adequate or an average job gets no comment, and a poor job definitely gets criticized. When they hear nothing from me they know they are doing a good job."

The American athletes all stated that their coaches definitely did criticize often. A reply that possibly elaborates on athletes' perception of the coaches' use of criticism was:

"Criticism plays a major role. Sometimes they criticize too much. You can see a difference in a few people from the fall into the season. At first they are really enthusiastic and raring to go and then by even the middle of the season their spirits are down and they lack motivation because all they ever hear is criticism. They start thinking maybe I can't even do anything at all."

The next query of the subjects was: "Does your coach use praise or complimentary remarks often?" Both the Canadian coaches stated that they

did use praise, but they realized they did not use it as much as they used criticism. A typical reply by one of the Canadian coaches was:

"We spend quite a bit of time with them individually and we try to encourage them that way. I think we tend to look at their weaknesses more than their strengths. I think a lot of the complimenting should be done by the teammates."

The Canadian athletes did agree that their coaches used praise. Nine of the fourteen athletes felt that their coaches tried to balance praise and criticism. They felt that they were complimented quite frequently. A reply by one athlete that was typical was:

"Yes, he did enough of that. He told you when you were doing the right thing."

An assertion of the other viewpoint was:

"He was unpredictable. Some nights he won't say one bad thing and other nights it would be the complete opposite. I need something like positive reinforcement and when he comes in and stomps up and down on me I won't perform well at all."

The American coaches indicated they did use praise but realized that they did not use it as much as criticism. A reply expressing the feeling of the American coaches was:

"When I compliment a player, he feels that he did a great job. I try to find a common ground between criticisms and praise. On the court if I criticize players, I'll ask them out either before or after practice in the locker room or the next day and almost everything I'll have to say to them will be of the positive nature and thereby positively reinforcing."

Of the nine American varsity athletes all but one thought that the coach praised very seldom. A typical response was: "Very few times. If he does give you any praise, it is along the lines of 'you should have done it in the first place.'" One atypical response was: "Yes, he does --

praise often. That is the only reason he can get away with all the criticism he uses."

Of the eight American freshman athletes, four thought that their coach used praise often and the remaining four felt just the opposite. A reply typical of the feelings of those in the first case was: "He does praise often. He helps me quite a bit." An opposite viewpoint was: "His complimentary remarks were one in fifty as compared to his criticisms. He compliments once in a while, but only if you have done something exceptional."

Coach's Knowledge of the Sport -

An athlete must have confidence in his coach's knowledge of the sport. He must feel that his coach is an expert and that he has more knowledge about the game than any of the members on the team.

"The athletes would like to have the security of knowing that if they get into a difficult spot, the coach will be able to come up with a solution." (72:11).

It is very probable that success in coaching is highly dependent upon the knowledge the coach brings to his sport and team. The subjects were asked the following question: "Do you think your coach has a good knowledge of the sport?"

The coaches in the study all felt they had a very good knowledge of the game of basketball. A typical response by one coach was:

"I definitely feel that I have an excellent knowledge of basketball. I keep up on the latest readings and have twenty-four years of experience in basketball."

Both Canadian and American athletes felt that their coaches had a good knowledge of the game of basketball. A characteristic reply of the

Canadian athletes was:

"Yes, I'd say that probably is his strongest point as a coach. His actual theoretical knowledge of basketball is really good. Given an offense that we have to defense - he can come up and make up his own defense that would combat it effectively and vice versa. One of his weak points probably is player relationship."

One reply from a Canadian athlete which is noteworthy and atypical was:

"He does have a good knowledge of basketball, but I think of my first coach and it is hard for anybody to match up to him because I was so impressionable and knew so little. But now I know a little more and have my own thoughts about basketball which makes it hard to be coached at times."

A reply typical of the American athletes' feelings was: "Definitely. There is no doubt in my mind that he knows the game as well as anybody and probably better than most."

Favoritism -

If players on a team feel that favoritism is being shown to certain players, it can lead to poor relations not only between the players and the coach but also among members of the team. An athlete likes to think that that he will be given an equal opportunity to show his talent and that he will not be neglected or ignored if his performance is not as good as it should be. Disrespect often results if favoritism is shown or if a player feels he has been treated unfairly. "The athlete who feels he is giving his all while the coach is holding back and the athlete who feels left out can hardly perform to full capacity for the coach." (72:12).

Favoritism may be evidenced from the beginning of a season during the selection of the team. A coach may select athletes that he feels possess the same kind of traits that he himself possesses.

"It is well-known that we tend to select friends and judge them according to our own value systems and personalities. We like to see in other people the kinds of traits we admire in ourselves. Do coaches therefore tend to select athletes who possess similar qualities to their own? Although conclusive evidence is lacking it does appear that an aggressive football coach tries to pick aggressive players. A conservative basketball coach, on the other hand, may select players who are exceptionally alert, composed, and calculating." (65:85).

That being the case, the following question was asked of the subjects:

"Does your coach show any favoritism or does everyone receive their fair share of attention?"

All four coaches stated that other than spending more time with the starting five they did not feel they showed any favoritism towards individuals. One Canadian coach stated:

"I don't think I ever favored an individual because of the individual. I know that it may have appeared that way because of the amount of floor time they got when they were put on the floor and not performing. But I felt if they could get untraced they would be better than any of the guys on the bench. You have to show players you have confidence in them."

The majority of Canadian athletes felt that their coaches did show favoritism. One player elaborated on the topic of how the coach had his favorites:

"That was one of my gripes. I got the impression that he seems to want to take someone from the start and mold him into his ballplayer and become a hero sort of thing. He had a couple of guys that he did that with and I think it disrupted quite a few and just not me. If you're sitting on the bench and you know the guy in front of you hasn't the talent - maybe in 2 or 3 years he might be better - but if he doesn't have the talent right now it gets you down to see him play and make

mistakes when you know you can do better and do better in practices. You make him look like an idiot in practices and yet come around to game time, you sit on the bench and he gets the playing time."

An opposed point of view is evidence by this response of another Canadian athlete:

"No, I don't think so. Three or four players on the starting five get certain considerations but I don't think anything abnormal."

Five of the American varsity athletes thought that their coach did show a certain amount of favoritism. One athlete stated:

"Not a group of individuals. He does favor his own recruits. He'll pick six guys at the beginning of the season who he thinks will play and you can't change his mind after that."

A reply that was representative of the remaining four American athletes was:

"He wasn't too bad that way, I don't think. It is natural that he made friends with some players and other players were fairly aloof. And naturally, the people who are your friends you communicate with more."

Seven of the eight American freshman athletes felt that their coach did not show any favoritism toward specific athletes.

Coach's Conduct -

The coach must be many things to his players. He must be a motivator, an organizer, a counselor, a psychologist, a public relations expert -- but most important, he must be an example to his team of a self-controlled leader. His athletes must know that he adheres to the rules and regulations just as they do. The coach who does not stick to the rules he has set for his team is running the risk of creating a considerable amount of disfavor.

"He should demonstrate behaviour which will assure the team that he, too, is willing to make sacrifices in an effort to become successful. Obviously, the coach should have certain privileges, but to flaunt them or use them contrary to the demands of the team brings disrespect." (72:12).

The coach is expected to set a mature example for his athletes. He should set a model of maturity for them to imitate. If he reacts in an irrational manner, he will lose the esteem of his players. Coaches indeed get as involved in a game as the athletes, but he is expected to show a certain amount of restraint and control. If he does lose his self-control, it can very well have a detrimental effect on his team's performance as well as on the players' attitude towards him. Cratty has aptly described this occurrence:

"Studies of the emotional reaction of coaches during contests indicate that the physiological indices collected from the coaches while observing contests resembles in intensity the same mechanisms in their athletes while participating. It has also been suggested that excessive displays of behavior, indicating lack of self-control on the part of the coach may be contraindicated. Not only are the performances of his athletes likely to become disrupted, but his own ability to engage in complex decision-making may also become less vital and effective." (12:119).

By the same token, the coach, who apparently accepts setbacks and poor calls by officials and injustices by opponents without objecting, may be seen by his players as not caring.

The next query asked of the subjects was: "Do you consider your coach's conduct to be an example that you would follow?"

The coaches felt that in general their conduct would be an example that their athletes could follow. However, they also thought that they may at times get too emotionally involved in the game to be a totally good

example for their players. A reply that characterized this feeling was:

"At times my conduct is not a good example for my players. I get too emotionally involved in the game and I warn my players of this at the start of the season."

All but one of the Canadian athletes felt that they would not consider their coach's conduct to be an example they would follow. A typical reply following this belief was:

"I'd change my conduct from his considerably. He gets too emotional at times. He should be able to control himself at all times regardless of the situation. Many times he gets on the referee's back and things like that but that is a point to be pondered - if it really does help you in a game or not. I really don't know."

The one atypical reply is simply: "Last year it was good. I think I'd follow it."

Six of the American varsity athletes stated that they felt the coach's conduct was not an example that they would follow. The major reason stated for not following his example was that he was too emotional and that he criticizes his players in public too much. A reply that was representative of this attitude was:

"I wouldn't follow his conduct myself. He is a different personality. If you ride a guy too much he is going to get worse. I think some times he plays to the crowd. Sometimes it looks like he is personally criticizing players publicly."

The remaining three American varsity athletes seemed to have felt that being overly-emotional was not bad and that it was just part of his coaching style. A response that was typical of this feeling was:

"He is just a highly emotional man and he lets his emotions go. I don't see anything wrong in that but I just believe in controlling my emotions a little more. It is just his style, his way of coaching."

All the American freshman athletes stated that they did not consider their coach's example to be one that they would follow. They all said that their coach was too emotional and tended to get carried away at times. A response characteristic of this feeling was:

"Not on the court. If you did something wrong, he was up yelling at you. Anytime he didn't agree with the referee, he was up yelling at him and making a spectacle of himself as far as I was concerned."

The question, "Would you consider any of your coach's actions irresponsible?" was asked. The coaches stated that occasionally they may get a little carried away, but that the majority of their actions were thought out beforehand and could not be called irresponsible. A typical response of their viewpoint was given by an American coach:

"I have gone completely 'hog-wild' the odd time. At the college level you almost have to have your own bag of tricks to let the officials know you are not satisfied. Most of my emotional outbreaks are designed for this reason."

Seven of the Canadian athletes felt that their coach did not do anything that could be called "irresponsible" and seven others thought that some of his actions were irresponsible. In the former case, they thought it was merely a matter of emotional involvement only. An example of this line of thinking was: "I wouldn't say so. He just gets a little more excited than the other coaches in our league." A latter point of view was: "He'll go on a tangent and get kicked out of game and still come back for more. For a coach in his position, it is a bit much."

Only one of the nine American varsity athletes definitely stated that some of his coach's actions were irresponsible. The response that seemed to be typical of the other athletes was: "I don't think irrespon-

sible is a word that would fit. He doesn't push anything really that far." The one atypical reply was: "Sometimes when he is really mad, he'll come up and poke you right in the chest and just about knock you over. In the wrong situation someone is going to belt him back."

Four of the American freshman athletes thought that some of their coach's actions could be called "irresponsible" and the remaining four athletes did not concur with this judgment.

Discipline.

Ogilvie and Tutko stated in Psychology Today that:

"We know that coaches are aggressive people, self-assertive; we know that they are highly organized and ordered; . . . they will listen to others - pay little attention to what others say, but they will listen; and they have fierce psychological endurance . . . But they are also inflexible in their profession as coaches; they dislike change and experimentation; and they are extremely conservative - politically, socially and attitudinally." (53).

Nowhere is evidence of coaches' apparent inflexibility more conspicuous than in relationships between coaches and athletes. This inflexibility on the part of the coaches is probably the major source of conflict and dispute in sports today. This is particularly true in the area of discipline. The coach may listen to what athletes have to say concerning discipline but very seldom will they change their stance on the subject. Athletes usually have very little to say concerning what is decided to be best for a team. Coaches are the ones who make the decisions for a team.

"Now, it would seem that coaches have enough decision-making discretion to permit athletes to use their own judgment on such matters as the proper time to go to bed. If most athletes could not learn the simple lesson that keeping

late hours is not conducive to high-quality performances, it is doubtful that they would be of much help to the sports unit on the field of action. Yet, the overwhelming majority of coaches stick rigorously to such traditions as curfew, the requirement that athletes eat together, and so forth. Being able to wield control even over 'little things' may aid in ameliorating a coach's anxiety over the more crucial aspects of sports which he cannot control." (14:178).

Athletes are in a very peculiar position - they are treated with special attention, as heroes at times and are looked up to and respected by many. On the other hand, they are treated as children by those who are in the best possible position to know them well in their central life roles - coaches. In many instances, the athlete is treated as a juvenile who is incapable of acting on his own from the time he first enters sports up through the professional leagues. One of the reasons George Sauer, former All-Pro flanker for the New York Jets football team, quit football was because of the role the athlete was taking. He states:

"It's interesting to go back and listen to the people on the high school level talk about sport programs and how they develop a kid's self-discipline and responsibility. I think the give-away that most of this stuff being preached on the lower levels is a lie is that when you go to college and professional levels, the coaches still treat you as an adolescent. They know damn well that you were never given a chance to become responsible or self-disciplined. . . . The bad thing about football is that it keeps you in an adolescent stage, and you are kept there by the same people who are telling you that it is teaching you to be a self-discipline, mature and responsible person. But if you were self-disciplined, mature and responsible, they wouldn't have to treat you like a child." (60:7).

Coaches are slowly beginning to realize the adolescent treatment that their athletes are receiving. Tommy Prothro, former head coach of the Los Angeles Rams, sees how ridiculous most of their childish treatment has been. One of his original functions upon becoming the head coach of

Rams was to cancel the traditionally set curfew, the fact that the athletes had to be in bed by 11:00 P.M. or be fined.

"These are grown men. I didn't have bed checks at UCLA, and these people are more mature than college kids. Besides, bed checks don't do any good. You could put a guard outside every door in the dorm, and if a man wanted to get out, he'd get out.

"The system is demeaning to all. A 50-year-old coach has to spend half his Saturday nights during football season checking to make sure adult men are in bed by 11:00 P.M. Garbage collecting has more dignity." (13:54).

It has often been stated that sports is an area in which discipline plays a major role. The coach is often viewed as a "father-figure" who has the capabilities of ruling with an "iron fist" and thereby promoting discipline. Beisser in The Madness In Sports states:

". . . coaches represent and fill to some degree the functions of the traditional father. The term, 'the old man', once reserved exclusively for one's father, is today frequently used in reference to coaches." (2:193).

Hary Edwards has elaborated on this assertion:

"Though 'firm discipline' has diminished significantly in the home in American society, it is still expected in sports. The errant athlete received physical punishment in the form of increased physical demands - several laps around the track, additional work on fundamentals, additional calisthenics. Because of his historically unchallenged authority as 'father surrogate' the coach has assumed the burden of accountability for the total behaviour of his 'sons'." (14:142-3).

And as Tutko and Richards stated:

"Some may be concerned about including the creation of proper image under discipline. Because the team comes before the public, the players and the coach have the responsibility to adhere to the rules of good conduct in an

attempt to establish and maintain an image acceptable to the school or organization they represent. Part of the coach's responsibility here is to serve as a parental surrogate." (72:140).

One last statement by Harper to illustrate that a coach is expected to be a tough disciplinarian is:

"A coach's responsibility is to teach a boy clean thinking, clean living, clean playing, how to get along with other people, to promote close friendship between boys who play and those who don't, and to teach the 'Golden Rule' . . . to promote loyalty, respect, and discipline." (22:21).

The first question dealing with the area of discipline was: "Do you consider the curfews just and if not how would you change them?" The Canadian coaches had curfews the night before a game when they were on a road trip. They did not set a curfew the night before a game played at home. There usually was not a curfew set if the team did not play a game the next night. A typical reply made by a Canadian coach was:

"We never had curfews at home. We tried to encourage it but could never enforce it or check on it. On road trips it was necessary. They are important from the standpoint of personal self-discipline. Must make them realize that they are there so that the team may better reach their objectives."

All the Canadian athletes felt the curfews were very fair and just. It was usually set at 12:00 A.M. the night before a game and they usually had their freedom after the game if they did not play the next day. A typical reply made by a Canadian athlete was:

"He doesn't really make a set curfew. He says you have to be in your room by a set time but he doesn't say you have to be asleep. I think they are fair. If the player has any brains at all he realizes he has a game the next day and he should be in bed early."

The American coaches didn't have a curfew the night before a game at home. On the road a 11:00 P.M. curfew was in effect the night before a game. They stated that at times they did set a curfew on Saturday night. One coach stated:

"The night before a game at home we don't have any definite curfew. On the road trips the curfew the night before a game is usually 11:00 P.M. and occasionally 12:00 A.M. I do make bed checks on the road."

The American athletes thought that the curfews were just and fairly liberal.

A representative answer made by an American athlete is:

"Yes I do. There have to be curfews during the season. We are supposed to play basketball and have a good time but our main purpose is to play basketball. The big difference between high school and college is that you are more mature and they realize it and leave you more to yourself and there are less restrictions."

One of the American athletes was not quite sure how he felt about the curfews. His answer to the question was:

"Well, I don't know. I don't think in college that a Saturday night curfew is necessary. At times he won't have a curfew on Saturday night as a reward for winning, but if we lose then there will be a curfew on Saturday night."

Great concern is often expressed about the public image that a team or athlete conveys. The coach is very much aware of this especially if the institution at which he is employed is located in a small community; if the athletic program is heavily reliant on contributions from the alumni association or if the team is continually getting a great deal of attention from the mass media. For these reasons he has to set restrictions on his athletes so they will convey a very respectable image to the public. Tutko and Richards effectively describe the responsibility that a coach must handle concerning the "image" of his athletes:

"The coach is held accountable for his players' actions to a much greater extent than any other member of the faculty. It is not uncommon to hear a person refer to the individual's affiliation with a sport when speaking critically of his conduct, 'look at that basketball player smoking and drinking'. It is ludicrous to imagine that same criticism being directed at any other group. The statement, 'look at that history student smoking and drinking', makes no sense, or has very little meaning." (72:141).

The question, "Are you in agreement with the drinking and drug policies?" was asked of all athlete subjects. The policy set down by the Canadian coaches was that the players were allowed two beers after the Friday night game and were just told not to go overboard after the Saturday night game. The coaches realized that their players would be drinking during the season so they tried to respect the athletes' maturity in handling alcohol. They had not formulated a team policy regarding the use of drugs. A response by a Canadian coach was:

"On the road they are allowed a couple of beers after the Friday night game and have their freedom pretty well after the Saturday night game. After a series at home all we can say is be sensible and most of them are pretty good. Drugs I know nothing about and have said nothing to the team about them."

Ten of the Canadian athletes were in agreement with the coaches' policies concerning alcohol and drugs. These players felt that the coach should be respected for realizing that some players will drink and admired him for believing that they were mature and responsible enough to handle it in an adult fashion. A reply characteristic of the players' attitudes was:

"I think so. I think it is pretty hard at the level where guys are 20 and 21 years old to say 'no beer'. I think you get more out of a player if you say, 'okay - go ahead have two beers.'. I think it kind of satisfies them and most of the guys won't go overboard. He has never

mentioned drugs."

Four Canadian athletes thought that the two beer policy often got misused and that the players were not responsible enough to handle it properly.

A reply reflecting this viewpoing was:

"They are too liberal. I'd change them. It tended to get out of hand. Not everybody but some guys took advantage of the policies and it hurt their play I'd say. I would crack down. When the coach says two beers on Friday he should make sure that it is only two beers. He didn't mention drugs."

The American coaches also realized that their players will drink during the season and their only stipulation was that they did not want their athletes to be seen downtown drinking during the season. If the athletes wanted to drink, the coaches felt that they should do it in private or in a bar out of the city limits. The typical reply made by one of the American coaches was:

"We want the players to stay out of bars that are downtown during the season to avoid repercussions from within the community. I have no understanding of drugs at all and we have no written rule concerning them."

There was only one Ameican athlete who did not agree with the policies concerning alcohol and drugs. The remainder of the athletes felt that the policies were good and could understand the concern for maintaining a good "public image" by staying out of the downtown bars. A reply representative of these athletes was:

"He doesn't really stress non-drinking. He has to keep up the public image. In football you are associated with a number whereas in basketball it is face to face."

The one atypical reply was:

"I don't agree with it at all. If you are going to drink there is no reason you should have to 'hide out in the hills like a punk'. No, he hasn't mentioned drugs and I don't know what his stand is on it."

There are times when members of a team may not be exactly certain what the team rules and regulations are and because of this they may run into a conflict with the coach or even with other members of the team. It is essential that the coach explain his rules and policies to all the players on his team and that he give reasons for certain rules and regulations when it appears to be necessary. The next question asked of the subjects was: "How effectively has the coach discussed the rules and reasons for them with the team?"

The coaches stated that they sat down with the teams at the beginning of the season and went over the rules and reasons for them. All but two of the Canadian athletes felt that their coach effectively discussed the rules with the team. One teammember replied:

"Yes, he did discuss the rules with the team. He hands out a sheet of rules and makes sure you understand them and there is time for questions so that everybody does understand them."

An opposing response was:

"Not especially well. It is a little hard to know. He'll say something one time and something else the next time. You kind of have to get an understanding from the guys who played for him before."

Among the American varsity athletes, five thought that their coach did effectively discuss the rules with the team and four did not think so. A reply representative of those who thought he did was simply: "As a team, yes, he has." A response that reflects the opposite viewpoint was: "No, because he said, 'I don't even want to talk about it'. Most of his policies are his policies and not the team's." All the American freshman

athletes that were interviewed felt that the coach did not effectively discuss the rules with the team. The typical reply to this question was: "There was very little mentioned about the rules. I think he just expected you to follow through with the ones you had been accustomed to in high school."

Outside Activities.

There are many coaches that attempt to restrict their athletes' activities. Often coaches will state that the athlete's first obligation is to his studies when in fact he may think that basketball should be his main objective. In order to obtain the athlete's full dedication to the sport, the coach may prohibit them partaking in other sporting activities or other pursuits during the season. The coaches attempt to make the sport number one on the priority list of their players. Granted, many of these coaches are simply trying to protect players from injury by not allowing them to get involved in other sporting activities, but they are still trying to get the desired dedication from their athletes by using these restrictions.

The next question asked of the subject was: "Do you feel that you should be allowed to partake in activities (sporting or otherwise) during the season? Off-season? The Canadian coaches stated that they didn't have the power to restrict their players' outside activities. They cautioned their athletes of the injury factor involved and have warned them of activities that may be antagonistic to basketball such as bowling: One Canadian coach stated:

"What they do around campus, if it is not destructive, is up to them. We don't get too involved in their outside activities. In the way of other sporting activities, we can't

restrict them especially if they are required activities such as physical education courses. But their time is so limited that they really can't get into many other sporting activities. We do ask them not to get involved in any coaching during the season."

The Canadian athletes felt that it was up to them to decide whether or not to partake in other activities. The majority felt it would be appropriate to be involved in other sporting activities. The main feeling appeared to be that it all depended on how dedicated you were towards basketball.

The characteristic reply was:

"You never have any time for other activities. It all depends on how much basketball means to you and to the group. So far as letting the team down - that is personal."

Only two athletes mentioned that the coach restricted them from outside activities and it was because they were involved in coaching teams at the junior high school level. A reply by one of these individuals was:

"He asked me not to coach a junior high school basketball team because he thought that my mind is on what type of strategy I should be doing with that team; whereas, I should be thinking of my position on the university team. Being involved in two places your mind can't be fully committed to one. I don't know if he is right, but I won't coach next year."

The Canadian coaches felt that it was up to the athlete as to what he did in the off-season. "Once basketball is over, it is two entirely different worlds and it is up to the individual to do what he wants."

The American coaches restricted their athletes from playing intramural touch football in the off-season and told them not to play handball, racquetball, or go bowling or skiing during the season. They felt that an injury to a player could be very detrimental to the team as a whole. They stated that they did encourage their athletes to enter into the mainstream

of college life. A response by an American coach to the question was:

"Skiing is out because of the injury factor. In a team sport an injury effects the whole team and is therefore hurting the team. Off-season only if it was something of a daredevil stunt. We try to interfere as little as we can with their personal life."

Thirteen of the American athletes thought that they should not be allowed to partake in other activities during the season. Some of the reasons cited for this were: injury factors, most activities are antagonistic to basketball and you are able to lose the proper "train of thought". A response characteristic of this feeling was:

"He has his reasons. I don't like that way but I would have to agree. You are being paid to play basketball and if you play another sport there is the possibility of injury. You have an obligation once you sign a scholarship, I think."

Three of the American athletes stated that they should be able to participate in other activities if they wanted. They felt that it was up to the individual to do what he wanted. A reply supporting this point of view was:

"Yes, you should be able to. But it seemed like these guys were on a string. The season was over and two weeks later you had to come out for spring ball. I might have a different view if I was on scholarship."

One American athlete had an opinion that was split between the two points of view just mentioned. His response was as follows:

"If you give the guys a free rein they are naturally going to do stuff and the injury risk will be a lot bigger. If it is going to hurt the team I don't think you should do it. If they say you can't do this and this and this, you may as well sell your life to them. If an athlete accepts a scholarship, I think he should accept a little more sacrifice on his part but there is a certain limit. You don't have to give up everything."

The American athletes felt that you should be able to do what you wish in the off-season.

Dating.

There are coaches who have a negative outlook toward players having girlfriends. They feel that the player will not devote his whole attention to the sport because of the influence of a girlfriend. As Dave Meggysey, former St. Louis Cardinal football player, reported his high school coach as saying:

"There are three things a person can do when he is in high school. He can play football; he can study to keep up his average, or he can go out with girls. And you can't do more than two of these things well." (41:69).

He went on to indicate that there was a certain girl in the school who had destroyed one of the top players. She was one of the best-looking girls in the school, and Meggysey had just begun to go out with her. The implication was clear that if he played ball with the coach and not with this girl, he would be sure to get a scholarship to Syracuse; he complied.

The coach should become acquainted with the girlfriend because the girlfriend will know the athlete as well as anyone and therefore would be able to help the coach in effectively handling and motivating the athlete. The coach must have empathy for an athlete's girlfriend. The girlfriend may feel that she is being neglected because of the time the athlete must spend working at the sport; she may feel down if the athlete is unsuccessful in his endeavors.

"In any event, it will help if the coach shows understanding for the girlfriend. He should make a point of speaking to her around campus and perhaps about how tough it must be to make the sacrifices she is called upon to make." (72:170-1)

"Does the coach show an interest in your social life and has he ever said anything to you concerning dating?" was a question directed to the subjects.

The Canadian coaches stated that they knew whom their athletes were dating but very seldom said anything concerning dating to any of them. A typical reply made by one of the Canadian coaches is:

"I have mentioned dating where I felt it would have an effect on their scholastic studies as well as on their playing abilities. Particularly in high school this can be a real problem - it completely captivates them. I've only discussed it when I felt that it was affecting them adversely."

Nine of the Canadian athletes felt that their coach did not show any real interest in their social life. The remaining five athletes felt that the coach did show an interest and did try to meet girlfriends or find out whom they were dating. A response characteristic of this point of view was:

"Yes, he actually does. He gets to know your girlfriend. He is pretty good about that. In fact, he knows all the steady girlfriends of the guys on the team. He will go over and talk to them while we are warming up. I think that is really good."

Both American coaches mentioned that they would only say anything about dating to their players if they felt the players needed guidance or if the players themselves asked for advice. A reply by one American coach was:

"One of the biggest mistakes you can make as a coach is to have some criticism of a player's girlfriend. I'll only comment if I am asked to."

Five of the American varsity athletes asserted that their coach did show an interest in who they were dating. A typical assertion demonstrat-

ing this attitude is: "Oh, yes. He notices what girls you are out with and will crack jokes every once in awhile. He does have a good sense of humor." Six of the American freshman athletes felt that their coach did show an interest in their social life. They stated that it was mostly in a 'joking atmosphere' but at least he asked you about it. A reply indicating this point of view was:

"He has asked but he hasn't really got too involved. He likes to kid around about it quite a bit. He is still quite a girl-watcher himself."

A response that expressed the views of the remaining two American freshman athletes was: "Not really. He doesn't go out of his way to meet your girlfriend or anything."

There are still a small number of coaches, especially at the high school level who feel it is detrimental for an athlete to have a date the night before a game. Therefore, the question, "Do you feel it is all right to have a date the night before a game, providing late hours are not kept?" was asked. Of the thirty-five subjects asked this question, only one individual thought that it would be bad to have a date the night before a game. He was an American freshman athlete whose reply was: "No. It is easy to say you'll be in early but a lot of times you get carried away with other things."

Grooming.

A dilemma faces the athlete of today. He is expected to fulfill two different roles in society. On the one hand, the athlete's peer group on the college campus expect him to be part of the youth culture in much the same way they are. He may be expected to stand up for the same issues they do, look the same with regard to hair and dress and generally have the same

behavior. On the other hand, he is expected by the athletic department, the university administration, the alumni, and the older people in the community to portray a role that is at times in direct contrast to what is expected of him by his peer group. This latter group may feel that he should still convey the "All-American" image - the crewcut, the conservative manner, the proper attire and behavior, and just simply be a non-radical. The university athlete is definitely caught in a cross-fire between these two different facets. If he tends towards one group, he is frowned upon by the other and vice versa. Ultimately, if he wishes to continue playing for the team, he will have to submit to the wishes of the group controlling the finances that pay for his education. Naturally, this is the group composed of the athletic department, the alumni, the university administration and the influential people in the community. The athlete can try and please both groups but their demands are so diverse that this alternative is usually impossible to attain. Lastly, the athlete may wish to be able to express behavior that is characteristic of his peers and therefore withdraw from the team permanently. Unfortunately, more athletes are beginning to choose this last alternative mainly because many coaches are traditional in their ways and resist any change. Whether this results from pressure from the conservative group is questionable. One thing is certain, it is time to re-evaluate attitudes concerning these restrictions on athletes.

Harry Edwards has very adequately described this dilemma:

"The 'radical' life-style portrayed as being characteristic of today's young people is expressed in a tendency to question and, in many instances, to rebel against traditional societal values and the policies and practices which are supposedly legitimized by these. Under these circumstances, if the athlete is

to maintain status among his peers, he must exhibit at least some of the insignia associated with a questioning or a rejection of established values. But his role in sports demands that he especially unquestioningly endorse through action and word these traditional orientations." (14:180).

He further states:

"If there is one aspect of the 'athletic rebellion' which troubles the sports establishment, it is this apparent willingness of athletes to give up sports participation - ostensibly without remorse." (14: 180).

In recent years the hair and dress issue has become an ever-increasing area of conflict between athlete and coach.

To cite Robert Singer:

"Sideburns, beards and long hair were almost nonexistent in the sports world about 10 years ago. Clean faces and crew cuts were in. Hair today may symbolize youths' disillusionment, anti-establishment feelings, personal experimentation, self-identity, symbolism or desire to be part of the 'in group'. However it is interpreted, hair is a battlefield in society, schools, business, and sports." (65:172).

There are many organizations that have restrictions on the length of hair and appearance of individuals using the facilities. Institutions still support many of their coaches when it comes to dropping an athlete off the team because he refused to get a "haircut". Examples will now be cited that demonstrate these particular beliefs of organizations, institutions and coaches:

"Last year's official entry card of the Pacific Southwest National Open Team Tournament included a paragraph that read: 'All boys are required to be clean-shaven and have short haircuts'. Questioned about this, the tournament director explained: 'We're trying to keep this game fine. We don't want boys coming in here looking like hippies. We want them to have a nice trim, and

we're not ashamed of it. I think it's time people took a stand on this'.

Such an enlightened bastion of liberalism as Stanford University kicked a record-breaking sprinter off the track team because he wouldn't cut his hair. (He was from Britain and had worn it long all his life.) Two Purdue runners were dropped from the track team when they refused to shave off moustaches. (They were later reinstated by an athletic affairs committee that overruled the coaches.) When Oregon State football coach Dee Andros ordered one of his players to shave off a Van Dyke beard and moustache last spring, nearly two-thirds of the Black students enrolled there - including 17 athletes - threatened to leave the campus.

Andros defended his action vigorously. 'It is essential for team morale and unity for each individual player to conform to the rules and regulations set up for the rest of his teammates. I guess I am the old-fashioned sort; I've always liked the Jack Armstrong, all-American boy type of athlete. Although I believe in human rights and in individual rights, when we become a member of an organization or a team, there are certain things we must give up. No individual can be put before the team.'

When the Los Angeles Times polled other coaches for reaction, Notre Dame's Ara Parseghian put it even more vehemently, 'Wearing a beard or moustache', he said, 'doesn't make anyone like the scum that populates Haight-Ashbury. But it does give an empathy or sympathy for a movement that is certainly the direct opposite of what we strive for in college football, which is goal-oriented.'

Added U.S.C. coach John McKay: 'We don't really keep our players from growing their hair long. If they do, all that happens is we make them play without helmets. I like a little conformity on our team. If we permit our players to grow long hair, what is the next step? What else do we permit? . . . I like long hair. My wife has it. I don't want people with long hair to get angry with me. But you have to have certain standards to have a country, to do anything.'" (29:30-1)

One last comment made by Jake Gaither, former head football coach at Florida A & M, that reflects these same feelings was:

"I will tell you this: our boys will be clean-cut. In fact, our whole conference has a regulation now against long hair and whiskers. When I recruit 'em I tell them I want them to be clean-cut college men, to look like college men, to act like college men; that I want to be proud of them. I tell them, 'boys, you come to me when you're in trouble, when someone in your family is sick, when you need help in your classroom. You come to me. Now I have a favor to ask. I don't want to see long, wild-looking hair and I don't want to see any whiskers.'" (21:37).

Not all coaches have the same opinion as Jake Gaither. There are those who realize that the time has come to re-evaluate their views on issues such as hair and dress styles. One such coach is Pete Newell, former athletic director at the University of California and now general manager of the San Diego Rockets. He has stated:

"A coach now has to be more aware of social changes and adjust to them. What was true three or four years ago is not necessarily true now. Sure, it's a voluntary act when an athlete goes out for a team. It's something he has chosen to do. He is responsible for the rules of the scholarship and the coach's rules. If he doesn't like them he has the choice to say, 'thanks but no thanks'. But it's a two-way response. Coaches are vulnerable if they put rules on a team that are contrary to accepted normal modes of dress. Times change. What wasn't acceptable before is acceptable now - meaning long sideburns, beards, and long hair. It is mandatory that a coach recognize these changes." (29:31).

The question, "Do you agree with the hair length policy?" was directed to the subjects. The Canadian coaches felt that if the hair was out of their players' eyes and kept neat then it was quite acceptable. A typical response by one of the Canadian coaches was:

"We haven't set any real rules. Our main approach has been a functional approach. Can you play without having hair in your eyes? We have encouraged kids to keep it a moderate length and clean. It gets down to how are judging the kid - by the way he plays or by the length of his hair? And then you have to answer the question 'why'?"

All the Canadian athletes agreed with the hair length policy and felt that as long as the hair was out of their eyes it should be acceptable. A few of the athletes mentioned that they were asked by the coach to get a haircut but a big issue wasn't made of it if they did not.

The American coaches were against long hair during the season. They did not want the athletes' hair to be flopping up and down or out at the sides. A response characteristic of the American coaches was:

"Because of the nature of the game and the public image factor our hair is shorter in season than the normal kid on campus. As a rule of thumb, if your hair doesn't flop up and down or out at the sides then it is an okay length."

Eleven of the American athletes agreed with the hair length policy. They felt that the coaches were lenient enough and that you have to understand the effect the public image of a team has in a small community, especially if the community has a say in financing the program. A response typical of this attitude was:

"Yes. In basketball with long hair you can't play. In sports everywhere you represent your school or a community or something like that - representing a lot of people so you have to be acceptable to everyone else and avoid criticism."

Four of the American athletes disagreed with the hair length policy. They felt that as long as your hair wasn't in your eyes and was kept neat that it should be acceptable. A reply reflecting this attitude was:

"No. I think length of hair is personal. But if it gets in your eyes it is hurting you. I believe if you want to grow it long and keep it out of your eyes by means of a headband, it is up to you. I don't see anything wrong with that."

Two of the American athletes could see both points of view and therefore were indecisive in their responses. An example of one of these was:

"All through high school we had a 2-inch hair policy. The only thing I have ever thought is that if it is not going to affect the guy's performance then it is okay. But then again, it doesn't hurt the player to get his hair cut during the season. Personally, I can comply to the flopping rule but I can also see the point of view that if it is not going to harm my play then what is the big beef about. I can see both ways."

The next question asked was: "What are the facial growth policies and do you agree with them?" The Canadian team did not have any set policies concerning facial hair and the coaches and athletes all felt that it would be acceptable to have a beard or moustache as long as they were well-groomed. The policies set down by the American coaches allowed a moustache to the corner of the lips as well as a small goatee. Nine of the American athletes agreed with the policies concerning facial growth. Generally, these players all voiced a dislike for beards. The eight other American athletes felt that they should be able to grow a moustache past the corner of the lips and have a full beard if they so desired. A response conveying this feeling was:

"I don't see anything wrong with a full moustache or beard if you keep it trimmed. It isn't going to affect your game. If anything, it may have a bad effect if you made a player get it cut."

"Do you agree with the clothes policy?" was the final question directed to the subjects concerning the area of grooming.

The Canadian coaches had the team wear sportcoats (sweaters) and ties (or turtlenecks) when travelling by air. They were more lenient when the team was going by other modes of transportation. The athletes were not allowed to wear blue jeans when in public on a road trip.

Twelve of the Canadian athletes agreed with the clothes policy. The majority felt that it was a good idea for the team to look "classy". A

response representative of their opinion was:

"It is good the way it is. If the team looks classy when it comes into the gym, it has a psychological effect. You're representing the school and why not look neat."

The other two athletes thought that the clothes policy should be changed. One felt that it should be made more strict and the other felt that it should be more liberal.

The American coaches set up a dress code which the players were expected to follow. A reply by one of the American coaches describing the code was:

"We have a dress code the team follows - 1's, 2's, and 3's. The 1's are a shirt and tie with a sport coat and slacks. Usually we go to a game in 1's. We travel on a plane, usually in 2's - sport coat and shirt; or shirt and tie and sweater. 3's are very casual. I feel that we like to look half-way decent."

Twelve of the American athletes agreed with the dress code policy but the majority of these athletes felt that they should not have to be dressed in 1's to go to the game. Also, they felt that turtlenecks should be classified as 1's and be considered an acceptable replacement for a shirt and tie. A reply characteristic of this attitude was:

"I think it is a good policy. You're representing your school and all that kind of stuff. He gets a little carried away once in awhile. You can be dressed well but not in his classification of well, e.g. turtleneck instead of a tie. Clothes are different now and can't be classified in his categories."

The other five American athletes were in total disagreement with the dress code policy. They felt that it was just a tradition that should be changed. One athlete stated:

"I think they're ridiculous! I don't like to be controlled that much. Again he wants to present

a good image and follow what was done in the past. If you don't want to spend money on clothes, you are kind of up the creek."

Motivation.

Motivation is an area that deserves much more attention than possibly coaches have given to it. Too often coaches assume that by preparing an athlete for a game, the athlete will be motivated to play. Coaches cannot always expect athletes to be internally motivated and this is especially true of those who are substitutes. Athletes do need external motivation as an aid in getting inspired for a contest. It is most certainly the responsibility of the coach to motivate his athletes.

"The term 'motivation' has been used in educational theory and practice as much as any concept that comes to mind. The question of how to better motivate students is often debated but seldom settled. Some physical educators claim that they need not concern themselves with this question because of the supposed intrinsic motivation in their subject matter. However, that is not the case. Motivation is as much a topic of concern in physical education and athletics as in any field." (58:192).

Not only must the coach be an inspiration to his players, he must also want and desire to be a motivator. He must attempt to determine the athletes that have a high degree of internal motivation and those who don't. Once he can ascertain this information, he must spend time with this latter group, working with them and providing the inspiration necessary to aid them in reaching their potential.

The attitudes of athletes and the amount of success they achieve are influenced greatly by the coach's personality, beliefs, aims and motivational techniques. The team will often reflect the type of motivation the coach employs. An organized team will be the reflection of

of an organized coach, a team that appears lazy will be the reflection of a coach who does not believe in hard work and physical conditioning.

The coach of the modern athlete must realize that the athlete may respond to a different type of motivation than the athlete of the 1950's, and early 1960's. The athlete is as much part of the changing society as is the "hippie". He may be totally against the beliefs of the contemporary youth subculture but he will be influenced by it even if just to a small degree. However small the influence will be sufficient for the athlete to have varying attitudes from the athlete of earlier years. The modern athlete must be handled with motivation that "tells it like it is". As Cratty has stated:

"Emotionally laden appeals to try hard for the 'old school' or to prove one's masculinity are not as apt to be effective when working with contemporary youth." (12:139).

The first question directed to the subjects concerning the area of motivation was: "Do you consider your coach to be a successful motivator?"

The Canadian coaches thought that most coaches feel they are a success when it comes to motivation. They felt that they succeeded in getting the athletes mentally prepared for a contest and that a great majority of the motivation should come from within the athlete. One Canadian coach retorted:

"I think we can get them up for games when we have to. We believe in having them well-prepared in the way of strategy, what their assignments are and such and this blends into motivation."

Thirteen Canadian athletes thought that their coach was not a good or successful motivator. The primary feeling was that the relationship between the coach and the team was not the best and that the coach left

motivation up to the players. Another feeling expressed frequently was that a person could not get motivated when he was being "chewed out" all the time. As one athlete stated:

"No. Any motivation we got this year was from within the team. It was because of the interpersonal relationship between the coach and the players. He had trouble talking to some players and maybe he didn't understand them and vice versa. But he couldn't get everybody up."

The comment made by the remaining Canadian athlete could not be categorized as saying the coach was or was not a successful motivator. His response was:

"He gets the team pretty well mentally prepared for a game. The whole thing of motivation seems to be quite a tricky thing 'cause some athletes really like to get hyper and some athletes play best when they are relaxed. I'm more under the opinion that it is up to the athlete to get himself psyched up. The coach can help in the pre-game stuff but I think it is more up to the athlete."

Both American coaches felt that they were successful motivators. They thought they accomplished motivation by talking individually with the athletes, boosting their egos, instilling confidence in them and the use of negative reinforcement. A reply made by one coach was:

"Generally our motivation is good. Our kids are motivated to improve and to work hard. I think motivation is very closely related to confidence. The strongest motivational factor we have is maybe discouragement. A kid knows that if he doesn't do this or that on defense he is going to get chewed out and therefore he is forced to be a little more aggressive."

Three American varsity athletes explicitly stated that their coach was a successful motivator. As one of these athletes stated: "He is great at that, I think. His approach is to build a strong team feeling, a strong program feeling and how much each game means."

Two American varsity athletes retorted that their coach was not a successful motivator. The main reason for this attitude appeared to be the frequent use of negative reinforcement by the coaches. A statement reflecting this attitude was:

"I don't know. I had a hard time getting up for the games. Motivation is related to the way he coaches and without praise you can't get motivated if you don't have a positive attitude. First time you screw up, he is off the bench pulling his hair to the point of embarrassing you. So, I just used to shut him out and ignore him."

The other four American athletes' comments could not be categorized one way or the other. Their responses implied that they felt the coach was a good team motivator but not very successful at individual motivation. A statement by one of these athletes was:

"I would say he does an excellent job in pre-game talks; he can get you up for a game and he doesn't beat around the bush. If it isn't that tough a game he'll tell you and what he expects out of you. Personally, motivating an individual is a different story because of his negative reinforcement techniques. Personal motivation is lacking."

Amongst the freshman American athletes, three considered their coach to be successful at motivating. A reply characteristic of this attitude was:

"I think he was successful in doing that. He really had a lot of enthusiasm before a game and managed to convey it in his pre-game talks."

Four of the freshman American athletes thought their coach was not a very successful motivator. The attitude among these athletes was that the use of negative reinforcement had detrimental effects as far as motivating was concerned. One of their responses was:

"I don't think he really gets that across too well. His motivation as far as I was concerned was up to me. I'd get motivated for some games and others I

just couldn't care less. His practice of grumbling and bitching all the time just doesn't get you too excited about playing a game. You just turn him off."

The remaining freshman American athlete thought that for some athletes the coach was a successful motivator and for others he was not.

His assertion was:

"Certain people get motivated in different ways. Their method of challenging you and yelling at you can motivate some people. That is the only approach they use. I have seen some people go downhill. More praise couldn't hurt, that is for sure."

The next question asked was: "Does most of the team react favorably to his motivation?"

The Canadian coaches stated that the majority of their athletes reacted favorably to their motivation attempts even though they did not use motivation often. As one coach retorted:

"We are careful not to get too high - keyed for a game. We get a lot of match-ups during the year and the players get motivated for them."

All the Canadian athletes were of the opinion that the majority of the team did not react favorably to the coach's attempts at motivation. A few athletes stated that he might have a small motivation or inspiration effect on the new players but not on the old players that knew him.

The American coaches indicated that their motivation attempts may have been weak in certain respects. They asserted that there were some athletes they simply could not reach with any motivation. As one coach claimed:

"I think we missed the boat in a lot of areas as far as motivation is concerned. There are kids our motivation definitely doesn't affect the way we wish it would."

Six American varsity athletes felt that most of the team reacted favorably to the coach's motivation. As one athlete asserted:

"Yes, it depends on the ball game. He can usually get through to possibly 8 out of 12. He is honest and if he thinks we can win by playing our normal game, he'll say so."

The three other American varsity athletes did not think that most of the team reacted favorably to the coach's motivation. A remark that aptly describes this feeling was: "I don't think so. I think this is the one part that is really negative about his coaching. It comes again to how he is riding you."

Three American freshman athletes were of the opinion that the majority of the team reacted favorably to the coach's motivation and the remaining five freshman athletes thought otherwise. A reply demonstrating the former attitude is: "Oh, yeh. He gets the whole team up." A response indicative of the opposite viewpoint is:

"As a whole, I think it goes in one ear and out the other. The majority of people won't listen to him before the game."

The pep talk must be thought of as an integral part of the coaching world. It deals more with the psychological aspects of coaching as much as any other coaching technique. "Tradition dictates its use and style, and many would not think of altering the custom." (72:127).

The main purpose of the pep talk is to inspire the athlete on to better achievement. It is a time when the coach must do his utmost to motivate his players. Emotion on the part of the coach is often involved as it has a direct effect on inspiring the athletes.

The subjects were asked: "Does your coach hold many pep, chalk or team talks?"

All the coaches stated that they periodically had team meetings but not really pep talks. They all have pre-game talks, and meetings where films are viewed. Most talks are designed to mentally prepare the team for an opponent they are about to face. A remark that was in line with the other coaches' thoughts was:

"Not really pep talks. It will be a meeting where there is mental preparation, reinforcing things that we want them to do. Simply when we are talking and thinking about the game, we have to reach some level of mental preparedness."

The Canadian athletes agreed that the coaches did not hold many pep, chalk or team talks. Any talks that were held were more along the lines of strategy talks. Many athletes felt that team talks definitely would have helped the relationship between the team and the coach. One athlete said:

"No, he doesn't and this is also a problem. He wants to communicate but gives the wrong airs in that direction so that the players won't approach him."

Six American varsity athletes thought that their coach held many pep, chalk and team talks. A simple answer that is characteristic of this group was: "Yes. We had meetings all the time."

The three other American varsity athletes felt otherwise and as one asserted: "Not really. Every now and then we'll have films early in the season once every 3 or 4 weeks."

Every American freshman athlete, except one, stated that their coach did not hold many team, pep or chalk talks. An answer to that was distinctive of this group was: "On occasion he'll explain to us what he is going to do in practice, or show what the other team will do. But it doesn't happen that often." The atypical reply to this question was simply: "Always."

"Are these talks effective in motivating the team?" was the next query asked of the subjects.

All coaches stated that their talks were not as effective as they could have been. They felt that much more attention should have been given to motivation. An American coach simply said: "The pre-game preparation I do a pretty good job on, but I am not as effective as I should be at half-time."

As a whole, the Canadian athletes definitely felt that the coach's talks were not effective in motivating the team. A number of athletes thought the talks may motivate a few individuals but not the entire team. Also, many mentioned that his talks were usually before a game and by that time the player was motivated without the aid of the coach. As one athlete asserted:

"It is hard to say. The only time he does have team talks is before the game and by then the player is getting himself up anyway and it is hard to tell if the coach is doing it or if the player is doing it. I doubt that he helps much though."

Among the American varsity athletes, six thought the talks were effective in motivating and three felt that they were not. The former attitude is demonstrated by this statement: "They help motivation and preparedness. The coach has an advantage in that he is witty and this helps." The latter feeling is reflected by this assertion: "They were probably better for just getting the team together and not really for any motivation."

Six American freshman athletes considered the talks to be ineffective. An athlete from the group that thought the talks were ineffective in motivating the team stated:

"No. They are pretty much along the line of a practice. He goes over the same things - the

things he has told you all week long in practice."

The assertion made by one of the athletes of the opposite viewpoing was:

"Yes. It is always good to review stuff and get to know the team."

The last question asked under the area of motivation also relates very much to communication which is the next area to be discussed. The question asked was: "Has your coach talked with you individually very frequently?"

All the coaches stated that they did a lot of individual counseling. They felt that the athletes have to be comfortable with the coach and be able to discuss their problems with the coach. As one Canadian coach retorted:

"If they have personal problems we encourage them to come in. The odd one will come in with other problems. We don't get too involved with them but we like them to know that if they have a serious problem they can talk to us."

Eight Canadian athletes felt that their coach had talked with them individually quite often. He would pull players aside before practice formally started and talk with them and he would help players individually with certain skills. A reply that demonstrates this attitude is:

"I've gone into his office 2 or 3 times but it is easier for him to talk to me because I have been around for quite awhile. I was unsatisfied with my playing time and we talked about it and ironed things out."

Many of the athletes admitted that the coach did not talk to other players on the team individually very often but that he has talked to them. One of the main reasons stated was that the coach was not familiar with them.

The other six Canadian athletes were of the belief that their coach had not talked with them individually very often. They stated that they

found it hard to talk to him. An assertion conveying this attitude was: "Personally, I just went on my own way and he didn't talk to me and I didn't talk to him."

Seven American athletes believed that their coach talked with them individually quite frequently. These athletes admired the fact that the coach let them know in relation to their place on the team where they stood. As one of them stated:

"Oh, yes, quite a bit. That is one thing I really like about him. You always know where you stand. He doesn't pull any punches."

The remaining two varsity athletes thought differently. They believed their coach did not talk to them enough personally.

Among the American freshman athletes, six felt the coach talked to them individually quite often and two thought otherwise. The athletes of the former feeling stated that their coach would talk to them personally in practices very often. One player commented: "Yeh. He has. He takes you aside a lot." A remark demonstrating the point of view held by the latter two players was: "Not really often. He was afraid of getting too close with any one person."

Communication.

Communication is one of the areas which usually leads to a great deal of conflicts and controversies between an athlete and coach and between the team and the coach. A lack of communication is most certainly a serious problem that needs to be remedied if the team and the coach aspire to be successful. (A good personal relationship and understanding is the main cure to this problem.) The coach must attempt to comprehend the various personalities on the team and be patient and attempt to direct

each athlete towards a common goal. The athletes should realize the problems that face the coach and should empathize with him and aid him in solving these problems where possible.

The very nature of basketball requires the coach to consider the team as a whole and to consider individual problems as well. "This is something that must be kept in mind when one explores the dynamics of a team in the sports world. A team is composed of individuals . . . it is made up of individual athletes with individual selfhoods, even though called a team. It is not a group of athletes that makes the team, it is 'individual' athletes." (24:116).

The coach must be able to communicate respect and concern for each athlete regardless of their present status. He must be honest, open and simply "be himself" in his personal relationships. On the other hand, the athlete must feel that he can talk to the coach about his own ideas on matters. He must feel confident that he will not be punished in any way for going to the coach and conveying his feelings to the coach. An atmosphere must be established in which an athlete feels free to express himself. He must feel that his opinions are listened to and respected by the coach.

Individual relationships between the coach and athlete most assuredly have an important effect on the personal achievements of the athletes as well as the overall performance level achieved by the team.

"There is no doubt that it is easier to deal with groups and to train people collectively than to address oneself to individual problems, but the psychological literature on the nature of individual differences strongly suggests individual considerations in individual or group efforts. Apparently, coaches, too, are recognizing the importance of such considerations today, as evidenced by their practices and writings." (65:357).

The coach must tell the athlete what is expected of him. He must spend time communicating these expectations to the athlete, otherwise confusion and frustration will result. The athlete may think he is doing a good job; whereas, the coach may think he is capable of much better. The failure to tell the athlete this will definitely hamper the relationship between the athlete and the coach.

The first question posed under the area of communication was: "Has the coach told you what he expects of you?" "Are his expectations realistic?"

The Canadian coaches stated that they told the athletes what was expected of them and that they set the expectations high so that the athletes would have something to aim for. As one coach stated:

"Players try to measure up to expectations. It is up to us as coaches to make our expectations high and lofty so that they know this is what is expected of them so that they are going to be caught dead rather than violate this trust and expectation.

All the Canadian athletes stated that the coach had told them what was expected of them. The majority felt that they were realistic expectations and the rest of the players thought that the coach's expectations of them were not high enough. A number of athletes commented that it was hard to fulfill the expectations if you did not get on the floor during a game. A reply demonstrating this attitude was:

"He set goals for each player - so many offensive and defensive rebounds, so many points and so many assists. They were reasonable, too. They weren't that hard to obtain and if you strived to reach them, the whole team would as a whole. What was stupid - was that he set this for the whole team and only about 8 players ever got on the floor."

The American coaches stated that the athletes knew what was expected of them but that they used the team approach more than the

individual approach. They tell the athletes where they stand and the demands they make of their players may be unrealistic at times. As one coach asserted:

"We have general goals for the season that we set up. We talk about the team approach more than the individual. I sit down with the players and tell them their strengths and weaknesses and where they stand in relation to the rest of the team. I let them know what they have to do to step up on the team. I think the demands we make of them are at times unrealistic."

Seven American varsity athletes thought that the coach had told them what was expected of them, while two felt that he had not done so. The athletes of the former point of view stated that they always knew where they stood and knew what they had to do to improve. They felt the coach was honest with them. As one athlete retorted:

"He'll tell you where you stand and what your weaknesses are. At the end of the season he'll give you a pamphlet of your stats and call you into his office and tell you what you need to work on and what he thinks you are going to play. Sometimes they are unrealistic but most of the time, they are in-tune. He demands a lot from his players."

An assertion that shows the other two athletes' point of view was:

"No. But the feeling I get is that he expects too much or that you are being picked on. He expects more than a lot of people are capable of giving. He harps on a person's incapacibilities rather than their capabilities."

The majority of the American varsity athletes felt that the coach's expectations were unrealistic while the others felt he was too demanding and expected too much most of the time.

Among the American freshman athletes, there was only one athlete who felt that the coach had not told him what was expected of him. A statement made by the majority of these athletes was:

"They continually do this. They will tell you what you have to do or start to learn to do if you want to be successful. He put everybody where they stood. I think they are very realistic. It is just a matter of putting your mind to it and having a positive attitude."

An atypical reply from an athlete was: "He'd go over your good points and bad points. He hasn't really told me what he thinks I can do." All the American freshman athletes except for the one who made this response thought that the coach's expectations were very realistic.

Even when players are given orders, they may have questions concerning those orders. The coach should attempt to answer any questions directed to him but it is even more essential that he does not get disturbed or angry when questions are asked. He should be receptive to any inquiries that the athletes may have. The coach must be willing to justify decisions he has made. If he manifests this willingness, the team will react more favorably and readily.

The query, "Do you question the coach as to different techniques that he utilizes?" was asked of the subjects.

The Canadian coaches thought that there was a certain amount of questioning from the athletes but not really that much. As one coach stated:

"We haven't had a lot of feedback from the kids as far as strategy is concerned. We'll take suggestions from them at times, but you have to be careful because some of the suggestions will be quite profound."

Four of the Canadian athletes asserted that they did question the coach as to different techniques he may have been using. These athletes stated that they had to be careful as the coach was not too receptive to questions and they did not want to get on his bad side. A reply demonstrating this was:

"I have asked him about where I should be and stuff when I wasn't too clear about such things. He doesn't seem too receptive actually. You don't want to say too much because one thing about our coach - you don't want to get on his bad side. He has a bad and a good side and if you are on his bad side it certainly wrecks your playing chances."

The other ten Canadian athletes stated that they did not question the coach because they did not want to jeopardize their playing time and they usually did not know where they stood with the coach. One of these athletes commented:

"I didn't say a word to him. I was scared to, really. I didn't know how it would affect him. I questioned him behind his back. One guy who questioned him sat on the end of the bench for the rest of the game, so I just shut up."

The American coaches felt that the juniors and seniors were much more likely to ask questions than were sophomores who were new to the team. The coaches stated that they listened to any suggestions that were given. One coach asserted:

"I know we have young kids - kids that are sophomores that are uptight as a drum and lost out there, who are very, very hesitant to come up and ask a question, or make a suggestion, whereas the juniors and seniors will make a comment or a suggestion."

Among the American varsity athletes, four stated that they had questioned the coach concerning various aspects of the game and five said they have not questioned the coach. Several athletes from the latter group asserted that they questioned many things in their mind but would not speak up as the coach did not like to be questioned. A response indicating this view was: "He is the kind of guy that if you question his technique he will get irritated."

Six American freshman athletes said that they had never questioned the coach as to different techniques he used in coaching. An athlete in this group stated:

"The way I see it, he has played and coached a lot longer than I have and I am still learning. I have been curious at times, but haven't asked because you are always kind of stepping back and you don't want to get on the bad side of him."

The subjects were asked, "Does the coach ever ask you for your opinion?"

The Canadian coaches claimed that they had at times asked the players' opinions on certain matters. One coach asserted:

"Yeh. I have asked opinions but not in so many words. On a one-to-one basis you can say, 'how do you feel you fit into the system? Is it doing a job for you?' But you don't want to ask the team as a whole."

Three Canadian athletes felt that the coach did ask them for an opinion and eleven other athletes indicated that he did not.

The American coaches thought there were times when they would ask for individual opinions. They stated that they would always make an attempt to ask for opinions at half-time during games. One coach replied:

"At half-time we'll ask for opinions. We do listen to what they have to say. At times we'll ask for opinions simply to make the players feel involved."

Six American varsity players asserted that their coach did ask for their opinion. An athlete commented:

"He does ask for my opinion. He'll ask what drill we want to do and we get to pick it. At half-time he will ask if anybody has anything else to add."

"No. He never asked my opinion - what he says, goes."

The latter statement was characteristic of the feelings of three other American varsity athletes.

Five American freshman athletes thought that their coach had asked them for their opinions. An assertion typical of this attitude was: "He has asked my opinion on many instances. It helps make you feel more important and part of the team."

A statement showing the attitudes of the other three American freshman athletes is: "No. They liked you to speak up but they don't ask you. If you do question them, they do get quite impatient."

Quite often during the season events can happen which will cause a communication gap between an athlete and his coach. The coach has to be able to detect when this is happening and do his best to overcome this type of situation. The athlete must feel that he can talk to the coach and come to him with his problems. The athlete must also feel respected and appreciated. A communication gap, whether large or small, is usually the result of a person being scared to tell another how he feels. This is usually the case of young players being afraid to talk to a coach who "represents authority". "The serious communication gaps are most often the result of conflicting philosophies or clashing personalities." (72:94).

The next question directed to the informants was: "Do you feel there is a communication gap between you and/or the team and the coach?"

The Canadian coaches stated that at times there had been a communication gap between themselves and athletes. They also felt that there is a gap but not a large one between them and the team. One of the coaches stated:

"We have told them if they have a gripe to come and tell me about it but not during a game or in practice but to come into my office and tell

me about it. We haven't gone out of our way to get them to do this even though we knew some of the kids may have had gripes. Maybe this is lack of communication on my part. In the past as long as you are winning your problems seem to disappear. I am sure there were times that they didn't know what or why I was doing certain things."

Ten of the Canadian athletes stated that there was a communication gap between them and the coach. The main reason for the gap was that they did not feel comfortable talking to the coach. As one of these athletes asserted:

"There was a gap between myself and the coach. He'd say he won't hold things against you if you bring them out in the open, but he actually does hold them against you."

The remaining four Canadian athletes did not feel there was a communication gap between them and their coach. A reply by one of these athletes was: "No, I think he helped me a lot. I went and talked to him about 4 times and he helped me stop worrying."

All the Canadian athletes but one thought that there was a communication gap between the team and the coach. A response that aptly gives reasons for this gap was:

"Quite a big gap between the core of the team and the coach. Just in philosophies, the way he acts in pre-season and such. The newcomers really don't like the way he treats them and being newcomers it is a lot harder to talk to the coach. There is an imbalance between the newcomers and the old members of the team. You are there to play and it is really sad to sit on the bench after you have had a good week of practice and are as good or better than someone on the floor but yet you don't get to play because of something you have said. He'll say if you look good in practice you'll get to play but then he never sticks to that."

An atypical reply to the question was:

"I don't think there was that much of a communication gap between the team and coach. Between individuals

and the coach there may have been but between the team and coach I don't think there was one. We could talk to him but no one really wanted to."

The American coaches were of the opinion that there was a communication gap between them and team and between them and individual athletes. They felt one of the main reasons was that the athletes would not come to them often enough when there were problems concerning the team or themselves. A statement by an American coach was:

"We are probably more autocratic than democratic. Our communication is not as good as I'd like it to be. I'd like our kids to be a little freer. I think it is the experience of the individual that finally lends itself to communication as a two-way effort. Earlier it is more a one-way and becomes a two-way effort with time."

Six of the American varsity athletes stated that there was a communication gap between them and the coach. The main reason given for this was the use of criticism by the coach on the basketball court. Because of this, many of the athletes were unsatisfied. One athlete said: "I don't doubt that there is. And it is because of the way he is on the basketball floor. It could be improved."

Three other American varsity athletes did not think there was a communication gap between them and their coach. A response characteristic of this feeling was:

"Our coach is one of the most easy-going persons to get along with off the court. I have no communication problems with him at all. I am not afraid to tell him what I think."

Seven American varsity athletes thought that there was a communication gap between the team and the coach. A response describing this feeling was:

"I think there is more of one between the team and the coach. We realized he was riding some

of us more than others but there was nobody who could go down and talk to him because of the way he is. If you try to talk back to him he figures you are making excuses and then gets on you for that and puts you that much further down."

Two of the American varsity athletes were of the opinion that there was no communication gap between the team and the coach. One athlete commented: "I don't really think so. Everybody seems to be able to talk to him even if they are a little tight."

Half of the American freshman athletes felt that there was no communication gap between them and their coach and the other half felt that there was. One athlete from the group with the former attitude stated:

"Definitely. As far as talking about anything to the coach. It was like talking to your employer, you wouldn't want to bring out anything that would make him biased towards you. They always have the power of taking away your scholarship."

An athlete with the opposite viewpoint asserted:

"I think there is a pretty good relationship really. At times you think he is a 'creep' but actually he is just trying to make you a better ballplayer."

The American freshman athletes were split the same way when asked if they thought there was a communication gap between the team and the coach. A statement that reflected the feelings of the four athletes that thought there was a communication gap was:

"There really is a bit of a gap. It is the type of personality the coaches bring out about themselves that make them seem to be so much higher than we are. They're always right and sometimes maybe they are not. From that type of feeling maybe there is a gap."

An athlete from the group of the other point of view stated:

"No, not with us. Whenever anyone had any gripes the team leader would go and talk to him and then he would talk to us and iron things out."

Players on a team must feel that the coach is as involved in the game as they are. They must think that he takes the losses as hard as they do. He must appear to want to win as much as they do. Communication can be hampered if the players do not feel that their coach has his "heart in the game."

The last question directed to the subjects under the area of communication was: "Do you think your coach takes losses personally?"

All the coaches stated that they take losses personally. They asserted that it was hard not to second-guess yourself an awful lot, but it is important not to dwell upon losses for too long. As one coach said:

"I take losses very hard. There are times that I question the decisions I make or the guidance I gave. I can recognize things that we could have done that might have been successful but I don't dwell on that."

Twelve of the Canadian athletes thought that their coach took losses personally. A statement reflecting this feeling was: "He'd be affected by a loss the same way we would. He'd get upset and possibly blame himself at times." The other two Canadians simply stated something as simple as: "I don't think so. Not really."

Six of the American varsity athletes stated that the coach did take losses personally and the others stated that he did not. A statement made by an athlete of the first point of view was: "Yeh. Probably. It is important for a coach to lose with a team and our coach does." An assertion made by an athlete who thought differently was:

"I don't think he blames himself; he blames the ballplayers. When that happens it is tough to take and you ask yourself why are you playing."

All the American freshman athletes except for one thought that the coach took losses personally. As one athlete stated:

"I think so. I think he is good at that. He is in it with us. After a game he'll say, 'gosh darn, maybe if I just would have done this differently or noticed this earlier, maybe we could have done differently.'"

The atypical reply was:

"Not really. He used to bring out the fact that we didn't have the material or right players."

Perception of Coaching Personality Types.

The persons interviewed were given a sheet of paper with Tutko and Richards' five categories of coaches (Appendix III)- Authoritarian or Hard-nosed, Business-like, Intense or Driven, Nice-Guy and Easy-going, described on it. They read over each description and tried to place their particular coach into a category or combination of categories that best portrayed the coach. (Table 1). The query that was directed to them was: "Which category or combination of categories do you feel would best describe your coach?"

The Canadian head coach felt that the category that would best describe him was the Business-like coach. He stated that it was difficult to put himself in just one category but that if he did, it would definitely be the Business-like coach.

As indicated on Table 1, the Canadian athletes perceived their coach to be a combination of the Intense or Driven coach and the Authoritarian or Hard-Nosed coach. Characteristics that were mentioned by many athletes for categorizing their coach this way were: very-well organized and well-planned; does not like to get too close interpersonally; at times he lacks composure and takes things personally, e.g. "the official is out to get him."

TABLE 1
ATHLETES' PERCEPTION OF THEIR COACH

CATEGORIES OF COACHES	CANADIAN ATHLETES	AMERICAN VARSITY ATHLETES	AMERICAN FRESHMAN ATHLETES
AUTHORITARIAN OR HARD-NOSE COACH	6	5	3
INTENSE OR DRIVEN COACH	7	5	4
BUSINESS-LIKE COACH	4	2	3
NICE-GUY COACH	4	1	3
EASY-GOING COACH	1	0	0

* The number of entries in the table does not equal the number of subjects as the majority of athletes could not place their coach into a single category and therefore used a combination of categories to describe their coach.

The American varsity basketball coach thought that he was a combination of Authoritarian, Intense or Driven, and Business-like categories. Of those three, he felt he was most like the Intense or Driven coach.

The American varsity athletes felt their coach to be a combination of the Intense or Driven coach and the Authoritarian coach. (Table 1). In addition to the characteristics that the Canadian athletes used in describing their coach, the American varsity athletes stated that their coach: tended to overemphasize or dramatize situations; is extremely emotional, believes strongly in discipline and is rigid about schedules and plans.

The American freshman coach perceived of himself as a combination of the Authoritarian, Nice-Guy and Intense or Driven coaches.

As can be ascertained from Table 1, the freshman athletes perceived their coach to be a combination of all the categories except the Easy-Going coach. As well as mentioning characteristics of the Authoritarian coach and the Intense or Driven coach, they stated the following attributes of the Business-like coach and Nice-guy coach: very logical in his approach, puts major emphasis on out-thinking the opponent, most players feel at ease with him and players are welcome in his home.

Types of Problem Athletes.

Tutko and Richards have stated that there are different types of problem athletes, and that each personality type of coach is able to best handle a certain type of problem athlete. The types of problem athletes mentioned by Tutko and Richards are: the con-man athlete, the sensitive athlete, the unmotivated athlete, the bright and perceptive athlete, and the talented athlete who needs developing.

The sensitive athlete (hyper-anxious) is very susceptible to tension and "flaky". He is unpredictable and falls apart in times when he is being depended on the most. He gets very anxious before a game. He reacts very poorly to negative reinforcement.

The unmotivated athlete is an athlete who does not get "psyched up" for games or practices. He does not show any desire to improve his skills. He needs constant attention. He must be given motivation in order to perform up to his capabilities.

The bright and perceptive athlete is intellectual, aware of basketball techniques, catches on quickly to new offenses and defenses. He has a lot of desire. He may not be exceptionally talented but makes up for his deficiencies with his desire to play and his ability to understand what the coach is instructing.

The talented athlete who needs developing is the athlete who has all the capabilities of being a very good player but needs the guidance in developing his aptitudes to reach his full potential. He needs assistance in "getting it altogether".

The coaches and athletes interviewed were given a sheet of paper with descriptions of the problem athletes (Appendix iv) and asked the following question: "What type of athlete do you think your coach best handles: the con man, sensitive, unmotivated, bright and perceptive, or the talented athlete who needs developing?"

The Canadian head coach felt he would be best able to handle the bright and perceptive athlete and the talented athlete who needs developing.

The American varsity coach felt that he handles the con man and the talented athlete who needs developing the best. As he asserted:

"I handle the con man well. I have a tendency to give up on the unmotivated athlete. Once turn-outs start, I tend to forget about sensitivities. I don't think bright and perceptive should be a classification as it can also be any of the others. We do an excellent job in individual instruction so we could work well with the talented athlete who needs developing."

The American freshman coach stated that to be a successful coach one would have to know how to handle them all; however, he thought he was fairly adept at handling all types of problem athletes.

As Table 2 indicates, all the athletes interviewed thought their coaches would best handle the bright and perceptive athlete and the talented athlete who needs developing.

Discussion of Significant Findings

Starters vs. Substitutes.

One of the major findings of this study was the great variation in responses between the six or seven players on a team that played very often and the remaining players who did not. This was apparent in many of the areas that were covered, especially motivation and communication. Canadian and American athletes who did not play frequently were much more critical of their coaches than were players who did play often.

This variation in attitude was first noticed when the athletes were asked: "Does your coach show any favoritism or does everyone receive their fair share of attention?"

Of the sixteen athletes that stated their coaches did show favoritism, only four were starters. In other words, the majority of athletes that were substitutes felt that their coach showed favoritism whereas the majority of starters felt he did not. A response made by a starter to this question was:

TABLE 2
ATHLETES' PERCEPTION OF TYPE OF
ATHLETE THEIR COACH BEST HANDLES

TYPES OF ATHLETES	CANADIAN ATHLETES	AMERICAN VARSITY ATHLETES	AMERICAN FRESHMAN ATHLETES
CON MAN ATHLETE	3	1	0
SENSITIVE ATHLETE	1	0	1
UNMOTIVATED ATHLETE	2	3	3
BRIGHT and PERCEPTIVE ATHLETE	9	7	6
TALENTED ATHLETE WHO NEEDS DEVELOPING	11	6	7

* The number of entries in the table does not equal the number of subjects as the majority of athletes stated more than one type of athlete that their coach best handles.

TABLE 3
COMPARISON OF PERCEPTIONS OF COACHES AND
ATHLETES, REGARDING PERSONALITY TYPE OF COACH & PROBLEM
ATHLETES BEST HANDLED, WITH FEELINGS OF TUTKO AND RICHARDS

PERCEPTIONS OF COACHES & ATHLETES	PERSONALITY TYPE OF COACH	PROBLEM ATHLETE BEST HANDLED	TUTKO & RICHARDS' PERCEPTIONS AS TO PROB. ATHLETE BEST HANDLED BY THAT COACHING PERSONALITY
Can. Coach's Perception of	Business-like	Bright & Per- ceptive; Tal- ented who needs developing	Talented who needs developing
Can. Athletes' Perception of	Intense or Driven Auth- ortarian	Talented who needs develop- ing Bright & Perceptive	Unmotivated athlete Con man
Am. Varsity Coach's Per- ception of	Authoritarian Intense or Driven Bus- iness-like	Con man, Tal- ented athlete who needs dev- eloping	Con man, unmotivated athlete, talented who needs developing
Am. Varsity Athletes' Perception of	Authoritarian Intense or Driven	Bright or Per- ceptive Talen- ented athlete, needs developing	Con man, unmotivated athlete
Am. Freshman Coach's Per- ception of	Authoritarian Intense or Driven Nice- Guy	All types	Con man, unmotivated, sensitive athlete
Am. Freshman Athletes' Per- ception of	Authoritarian Intense or Driven Nice- Guy Bsuiness- like	Talented who needs develop- ing Bright & Perceptive	Con Man, unmotivated, sensitive athlete, talented who needs developing

* Tutko, Thomas, Dr. & Richards, Jack. Psychology of Coaching. Boston: Allyn and Bacon, Inc., 1971. p. 39.

"I don't think he shows any favoritism at all to the different facets on the team; he didn't show any favoritism."

A reply made to this same question by a substitute on the same team that demonstrates the difference in attitudes was:

"There are sort of levels. If you have been around a long time he is pretty friendly and confides in you and if you haven't been around a long time, he just kids around with you and that's it. If you are not on the starting five, he either neglects you or harps at you."

When the American athletes were asked if they felt their coach was a successful motivator, the six athletes that definitely stated their coach was a successful motivator were all starters and the other six athletes that stated their coach was not a successful motivator were substitutes. There was no difference among the responses given by Canadian starters and substitutes to this question.

When the question: "Does most of the team react favorably to his motivation?" was asked, eight American athletes stated the team did not react favorably to his motivation. Seven of these athletes were substitutes. The majority of the American athletes that felt the team did react favorably to his motivation were starters. Among the Canadian athletes, the general feeling was the same - that the team did not react favorably to the coach's motivation.

A statement by an American starter was: "Personally, I do and I think as a team we do." A statement by an American substitute that shows the opposite viewpoint was:

"He really doesn't motivate too well by all the criticism he uses. After awhile you just become deaf to it. That really doesn't motivate you or the team to play. I can't see anything that he really does that motivates you to play."

The difference between substitutes and starters was also noticeable when the question: "Has your coach talked with you individually very frequently?" was asked. The ten athletes that stated their coaches did not talk to them very often were all substitutes and the majority of athletes who thought that their coach did talk to them often were starters.

In the area of communication, the majority of athletes felt that their coaches had told them what was expected of them. The few athletes who thought otherwise were all substitutes. And the Canadian players that were the last players on the team stated that it was hard to fulfill the coach's expectations of them if they did not get on the floor during a game to do so.

The majority of athletes that stated that they would question the coach as to different techniques he was utilizing were starters. Many substitutes asserted that they would not question the coach's decisions as they felt that they would be jeopardizing their chances to play if they did so.

To the question: "Does the coach ever ask you for your opinion?" the majority of the athletes that stated their coach had asked for their opinion were starters. Most of substitutes felt that their coaches did not ask their opinion. A statement reflecting this attitude is: "He never asked my opinion. I don't think he really liked to hear it."

Ten of the eleven athletes that felt there was not a communication gap between them and their coaches were starters. Most of the athletes that felt there was a communication gap were substitutes. Many substitutes felt that the communication gap was caused by the coaches' unwillingness to talk to them and make them feel that they were a definite asset to the team. As one Canadian substitute stated:

"I felt uncomfortable talking to him. I didn't know whether he didn't like me personally or the way I bounced the ball or what it was."

In reply to the query: "Do you think your coach takes losses personally?" there were six athletes who felt their coaches did not take losses personally. All these athletes were substitutes. The starters stated that their coaches took losses personally and that they took the losses very hard.

Coach's Opinions vs. Players' Opinions -

Another finding of this study was that the coach's opinion in many areas was often quite different from that of a number of his athletes. All the coaches thought that they had effectively discussed the rules and regulations of the team with their athletes. Yet, there were many athletes (especially rookies) who thought their coach had not and these athletes were uncertain about some of the team rules and regulations. These athletes were of the impression that they were to learn the rules and regulations from the athletes who had played the previous year.

A number of American athletes did not agree with their coaches concerning the length of hair and facial hair policies. These athletes stated that it should be appropriate if the hair was long, if it was neat and kept out of the eyes and if a beard was well-groomed it should be acceptable. They stated that if long hair and a moustache or beard did not affect the quality of play there was no need to outlaw them.

Many American athletes also felt that the clothes policy of their coaches should be revised and possibly made more lenient. They generally felt that there was a need for a clothes policy but that it should be acceptable with the modern trends and styles.

The coaches believed themselves to be good motivators. The American coaches mentioned that negative reinforcement was a definite aid in their attempts to motivate. The majority of athletes felt their coaches were not successful motivators. The Canadian and American athletes of this viewpoint stated that one of the major reasons for the failure of their coaches as good motivators was their over-use of criticism or negative reinforcement and lack of use of praise when it was needed.

The coaches also felt that they held many pep, chalk and team talks but the majority of athletes did not think this. In addition, the coaches stated that they often talked individually with their players. But many athletes asserted that their coach had not talked with them individually very frequently.

It should be noted that the athletes and coaches did agree on many areas such as: personality of coach, coach's knowledge of the sport, coach's conduct, outside activities, and communication.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary.

The purpose of this study was to assess and compare the attitudes of Canadian and American athletes concerning: general aspects of coaching, discipline, outside activities, dating, grooming, motivation and communication. The study also compared the athletes' attitude of the type of coach they had and the type of athlete he would handle best with the attitude of the coach.

The head coach and assistant coach and fourteen varsity basketball players from a Canadian university and the head coach and nine varsity basketball players and the freshman coach and eight freshman basketball players from an American university served as subjects in the study.

The Canadian and American athletes had similar views on the areas of general aspects of coaching, discipline, dating, grooming, motivation, and communication.

The Canadian athletes felt they should not be restricted from outside activities; whereas, American athletes thought that they should be, especially if they were on scholarship.

The athletes and coaches had difference of opinions on the areas of grooming, motivation and discipline. Also, the starters and substitutes had differences of opinions concerning the coach's favoritism, motivation and communication.

The perception the coach had of himself was very similar to the perception the athletes had of their coach. In addition, in most cases the coaches and athletes had similar feelings towards the type of problem athlete the coach would handle best.

Conclusions.

The results of this study indicate the following conclusions:

- A. Canadian and American basketball players have similar views concerning general aspects of coaching, discipline, dating, grooming, motivation and communication.
- B. Canadian athletes feel they should be allowed to partake in activities (sporting or otherwise) during the season. Whereas, American athletes thought they should not be allowed to partake in other activities during the season.
- C. Many American basketball players did not agree with their coaches concerning the length of hair and facial growth policies.
- D. Many Canadian and American basketball players felt their coaches were not successful motivators; whereas, the coaches felt they were good motivators.
- E. The coaches stated they held many team, chalk and pep talks. The athletes did not agree.
- F. The coaches did not explain the team rules and regulations as well as they thought they did.
- G. The responses made by substitute players were quite different than the responses made by players who played frequently (starters).
- H. The coaches' perception of themselves and the types of problem athletes they would best handle were very similar to their athletes' perceptions of their coach and the types of problem athletes they would best handle.

- I. It is difficult to place a coach into only one of the five personality types of coaches described by Tutko and Richards because of the many overlapping characteristics in each category.

Recommendations.

In addition to the need to replicate at different levels and to extend to other team, dual and individual sports, further research should be conducted into the comparison of attitudes between starters and substitutes. Similar study should be undertaken comparing cross-cultural attitudes of athletes on a broader scale. Also, ideas, concepts, or theories should be developed from this study to be implemented in a more indepth investigation of each area covered in this study as well as expanding the research to other areas such as the student-athlete, athletic scholarships, parents' influence, fans' influence and recruiting.

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APPENDIX I

QUESTIONS ASKED ATHLETES

Coaching Personality Types.

1. Into which category or combination of categories do you feel your coach fits: Authoritarian coach, Nice-guy coach, Intense or Driven coach, Easy-going coach, or Business-like coach?

Personality of the Coach.

2. Do you think a coach should take time to become acquainted with his players?
3. Should the coach adjust to the players' personalities?
4. Does your coach use punitive measures?
5. Does your coach use criticism often?
6. Does your coach use praise or complimentary remarks often?

Coach's Knowledge of the Sport.

7. Do you think your coach has a good knowledge of the sport?

Favoritism.

8. Does your coach show any favoritism or does everyone receive their fair share of attention?

Coach's Conduct.

9. Do you consider your coach's conduct to be an example that you would follow?
10. Would you consider any of your coach's actions irresponsible?

Discipline.

11. Do you consider the curfews just and if not, how would you change them?

12. Are you in agreement with the drinking and drug policies?
13. How effectively has the coach discussed the rules and the reasons for them with the team?

Outside Activities.

14. Do you feel that you should be allowed to partake in activities (sporting or otherwise) during the season? Off-season?

Dating.

15. Does the coach show an interest in your social life and has he ever said anything to you concerning dating?
16. Do you feel it is all right to have a date the night before a game, providing late hours are not kept?

Grooming.

17. Do you agree with the hair length policy?
18. What are the facial growth policies and do you agree with them?
19. Do you agree with the clothes policy?

Motivation.

20. Do you consider your coach to be a successful motivator?
21. Does most of the team react favorably to his motivation?
22. Does your coach hold many pep, chalk or team talks?
23. Are these talks effective in motivating the team?
24. Has your coach talked with you individually very frequently?

Communication.

25. Has the coach told you what he expects of you? Are his expectations realistic?
26. Do you question the coach as to different techniques that he utilizes?
27. Does the coach ever ask you for your opinion?

28. Do you feel there is a communication gap between you and/or the team and the coach?
29. Do you think your coach takes losses personally?

Types of Problem Athletes.

30. What type or types of athletes do you think your coach handles best: the con man athlete, the sensitive athlete, the unmotivated athlete, the bright and perceptive athlete, or the talented athlete who needs developing?

APPENDIX II
QUESTIONS ASKED COACHES

Coaching Personality Types.

1. Into which category or combination of categories do you think you fit: Authoritarian coach, Nice-guy coach, Intense or Driven coach, Easy-going coach, or Business-like coach?

Personality of the Coach.

2. Do you think you should take the time to become acquainted with your players?
3. Should you adjust to your players' personalities?
4. Do you use punitive measures?
5. Do you criticize often?
6. Do you praise or compliment often?

Knowledge of the Sport.

7. Do you think you have a good knowledge of the sport?

Favoritism.

8. Do you show any favoritism or do you give everyone a fair share of attention?

Coach's Conduct.

9. Do you consider your conduct to be an example for your players to follow?
10. Do you consider any of your actions irresponsible?

Discipline.

11. What are your curfews and do you think they are just?

12. What are your drinking and drug policies?
13. Have you effectively discussed the rules and the reasons for them with the players?

Outside Activities.

14. Do you restrict your players from participating in activities (sporting or otherwise) during the season? Off-season?

Dating.

15. Do you show an interest in your players' social life and have you ever said anything to them concerning dating?
16. Do you feel it is all right to have a date the night before a game, providing late hours are not kept?

Grooming.

17. What are your hair length policies?
18. What are your policies concerning facial growth?
19. What are your clothes policies?

Motivation.

20. Do you consider yourself to be a successful motivator?
21. Does most of the team react favorably to your motivation?
22. Do you hold many pep, chalk or team talks?
23. Are these talks effective in motivating the team?
24. Do you talk with your players individually very often?

Communication.

25. Have you told the players what you expect of them? Are your expectations realistic?
26. Do the players question you as to different techniques that you utilize?
27. Do you ask your players for their opinion?

28. Do you feel there is a communication gap between you and/or the team and individual players?
29. Do you take losses personally?

Types of Problem Athletes.

30. What type or types of athletes do you best handle: the con man athlete, the sensitive athlete, the unmotivated athlete, the bright and perceptive athlete, or the talented athlete who needs developing?

APPENDIX III

BRIEF DESCRIPTION OF COACH PERSONALITY TYPES

Authoritarian or Hard-nosed Coach.

- believes strongly in discipline
- very organized and well-planned
- at times uses punitive measures to enforce rules
- rigid about schedules and plans
- does not like to get too close interpersonally

Nice-guy Coach.

- most players feel at ease with him
- personal well-being of each player is a major consideration
- uses positive means to motivate players
- uses positive methods of reinforcement rather than criticism and threats to achieve his ends
- open-minded and sees the value in other systems and styles of play, i.e. often experimental

Intense or Driven Coach.

- much like the authoritarian coach
- less punitive than the authoritarian coach and more emotional
- at times he lacks composure
- tends to overemphasize or dramatize situations
- takes things personally, i.e. "the official is out to get him"

Easy-going Coach.

- appears to be suffering from no pressure whatsoever
- doesn't seem to take things seriously
- doesn't get rattled easily
- to him the whole affair is just a game - an interesting game and one he enjoys winning - but nevertheless a game
- he is the exact opposite of the driven coach

Business-like Coach.

- very well organized
- makes use of the latest coaching information and techniques

- puts major emphasis on out-thinking the opponent
- very logical in his approach
- his relations with the players are most likely to be business-like
- to him the most important thing is results

APPENDIX IV

BRIEF DESCRIPTION OF TYPES OF PROBLEM ATHLETES

Con Man Athlete.

- selfish, tries to get his own way
- wants to be in the 'limelight'
- does not cooperate if he cannot get his share of the glory
- has excuses for his breaking rules and regulations
- appears to be following his own rules

Sensitive Athlete.

- very susceptible to tension and 'flaky'
- unpredictable and falls apart when depended upon
- very anxious before a game
- reacts poorly to negative reinforcement

Unmotivated Athlete.

- does not get 'psyched up' for games or practices
- does not show any desire to improve his skills
- needs constant attention
- must be given motivation to perform up to his capabilities

Bright and Perceptive Athlete.

- intellectual, catches on to things easily
- has a lot of desire
- aware of basketball techniques

Talented Athlete who Needs Developing.

- has the capabilities but needs assistance in 'getting-it-altogether'
- must have guidance in developing his skills